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ABSTRACT

This report describes the conferences, local programs, and student experiences in year two of the Teaching and Learning in Graduate Geography (TLGG) project, a cooperative effort between university geography departments and the Association of American Geographers. The major purpose of the project was to demonstrate ways to incorporate teaching preparation into the programs of doctoral graduate students. The report is intended to help future directors of departmental teaching preparation programs and future organizers of national projects of the TLGG type. There are three major parts to the report. Part one describes the three national conferences convened to help the 16 participating university doctoral programs establish objectives and organize their training programs, which usually consisted of an orientation program, a seminar, and/or a practicum. Part two discusses the teaching assistantship programs which the 16 universities sponsored for their doctoral students. Successes and problems are noted. Part three describes the experiences of the doctoral students who participated in the program. Students filled out questionnaires and were interviewed about the effects of the program on their development as teachers. Teaching methods used in the training program are evaluated. Sixty percent of the students made strong positive statements about their development as teachers as a result of participation in the program. (Author/RM)

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Text of Report on TLGG Project

(Project on Teaching and Learning in Graduate Geography)

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William D. Pattison

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Part One. NATIONAL CONFERENCES IN A SECOND YEAR

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Preamble. A New Look at the Project

The report that follows concerns Phase II of a special-purpose project, Teaching and Learning in Graduate Geography (TLGG), the work of which is now nearly complete.[1] As readers of the report on Phase I[2] know, the project came into being when departments of geography on five university campuses entered into a new cooperative relationship with the Association of American Geographers, to demonstrate ways for incorporating teaching preparation into the programs of graduate students. By the time formal organization for the first year had been completed, a sixth department had been added.

The second year (Phase II) started with sixteen departments participating, and ended with two more reporting the beginnings of the sort of activity that the project had been encouraging. So, as the project ended its primary period of producing services for local programs and moved into a time of evaluation (Phase III), it could point to a total of nearly twenty departments that were venturing into teaching preparation as a departmental responsibility. All were doctoral departments, representing about one-third of such departments in the United States.

From the vantage point of 1979, perhaps largely because of the vicissitudes of tenure and promotion among departmental faculties in the meantime, one can recognize the centrality of a particular aspiration

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[1] Officially, in the records of its sponsoring agency, the project is called "Teacher Development in Ph.D. Programs in Geography" (National Science Foundation Project GZ-2816).

[2] Preparing Others to Profess: A Trial Year, Director's Report on Phase I of Teaching and Learning in Graduate Geography, by William D. Pattison and Leslie Dee Fink (Washington, D.C.: Association of American Geographers, 1974).

in the life of the project: that departments generally would accept into their normal working agenda the provision of teaching consultancy for their graduate students. In practical terms, the object was to secure recognition of the role of teaching consultant within regular faculty ranks. Most of what the project's leadership did comes into focus when this object is fully appreciated.

The persons who imparted the main driving force to the project were geographers at home in this role. The typical representative was either the director or co-director of some local program. The group that drafted the original plan for the project as well as the steering committee that took general charge later had a membership in which persons of this interest predominated. Finally, they were the geographers referred to in one of the four statements of goals for TLGG: "to create and maintain a communication network linking geographers skilled and interested in preparing others in the teaching/learning arts."

The consultants brought together by the project, 1973-75, largely shared a conception of teaching which, though not really novel, was innovational for their departments. Much of the intra-project literature that was generated then was devoted to exposition of this view, but I do not believe that any of it approached, in clarity and simplicity, the analysis contained in a study from Britain that has come to hand in recent months. In it, teachers are distinguished on a dimension ranging from transmission to interpretation, as described in the following table[3]:

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[3]From N. Bennett, Teaching Styles and Pupil Progress (London: Open Books, 1976), as repeated in David E. Hunt, "Teacher Centers as Persons-in-Relation," Chapter 5 of Sharon Feiman (ed.), Teacher Centers, What Place in Education? (Chicago: Univ. of Chicago, Center for Policy Study, 1978).

THE TRANSMISSION TEACHER. . .	THE INTERPRETATION TEACHER. . .
(1) Believes knowledge to exist in the form of public disciplines which include content and criteria of performance	(1) Believes knowledge to exist in the knower's ability to organize thought and action
(2) Values the learner's performances insofar as they conform to the criteria of the discipline	(2) Values the learner's commitment to interpreting reality, so that criteria arise as much from the learner as from the teacher
(3) Perceives the teacher's task to be the evaluation and correction of the learner's performance, according to criteria of which he is the guardian	(3) Perceives the teacher's task to be the setting up of a dialogue in which the learner can reshape his knowledge through interaction with others
(4) Perceives the learner as an uniformed acolyte for whom access to knowledge will be difficult since he must qualify himself through tests of appropriate performance	(4) Perceives the learner as already possessing systematic and relevant knowledge, and the means of reshaping that knowledge

Teaching consultancy, as pursued in most of the local programs, and as reinforced through the national activities of TLGG tended strongly toward the "interpretation teacher" position.

Looking back, one can see a willingness of the National Science Foundation and the Association of American Geographers to honor the full range from the "transmission" to the "interpretation" positions. In the long developmental process of the High School Geography Project, in the 1960's, during which the NSF reviewed and approved successive proposals and the AAG maintained general oversight, a movement occurred in the thinking of the project directorate toward the "interpretation" point of view. Concurrently, the Commission on College Geography, through dependent upon the same two organizations for sponsorship and administration, was stabilizing upon the "transmission" outlook, in

keeping with prevalent values of the geographic profession. The shift within the high school project took place as that organization field-tested the instructional materials it had produced (in 67 schools across the United States), changing them more and more so as to engage student interest. The college commission became increasingly settled upon its position as it confined itself more and more to commissioning papers which were to bring advanced thought from the profession into the college classroom.

My own understanding of TLGG, expressed in a short speech early in its history, was that its teaching-and-learning ideology represented a response to a new attitude toward authority in American society. I quoted these words from Amitai Etzioni: "The style of authority which served well an industrializing and moralistic nation are increasingly ineffective in an age of rising concern with consumption, leisure, growing tolerance toward personal diversities and deviation, and swelling demand for 'public goods' (ranging from college education to depollution)."[4] It seemed to me that the geographers in our midst who were feeling most impelled toward teaching consultancy were at the same time reacting to evidences of this rising mood as encountered among college students.

I still hold to this understanding. To close the present preamble, I suggest that TLGG owed to the ferment identified by Etzioni the opportunity it was given to work for its special goal--the establishment of teaching consultantships in graduate departments of geography. The departments themselves were willing to try out teaching consultantships partly because of demands, variously voiced on their campuses, for better

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[4]Amitai Etzioni, "For Authority: New Style," Social Education, October, 1973, pp. 546-547.

teaching; partly because of challenges to academic authority from some of their own graduate students; partly because teaching posts in junior or community colleges--where the need to make concessions to students was believed to be most pressing--appeared to lie in the future for many of their students; and partly because of a feeling that, given a general increase in public accountability, their graduates would "look good" in comparison with those from competing departments if teaching preparation were on their records. If only for emphasis, I note separately (1) frustrations arising from the appearance in increasing numbers of a "different" (that is, less academically oriented) college student, and (2) the anxieties aroused where class enrollments had fallen.

Why did the AAG lend its prestige to the effort? I believe that this happened thanks to a conviction among some members of its leadership that a profession such as geography, with its economic base located in citizen education at the lower college level, must explore ways of responding to the changing state of American society. They were acting out of a feeling of responsibility for the good of the profession. Further, they were extending into the mid-1970's AAG support for the "interpretation" ideology as expressed earlier in a project often referred to as "the road shows."[5] This remarkable initiative, which had attracted the assistance of the U.S. Office of Education, had attempted to lead professors charged with teaching introductory college geography courses into a greater awareness of, and a greater readiness to do something about, "learning theory, teaching strategies, learning environments, and evaluation of learning."

Next--and last--why did the National Science Foundation sponsor

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[5]Offical title: "The Improvement of College Instruction."

TLGG? For the Foundation, the justification could only have been a belief that doing so would forward the interests of science in America. That organization had been able to determine the dependability and management capacity of the AAG as an agent for the geographic profession through earlier projects. Also, through them and through experience in supporting geographers by research grants, the NSF had been able to confirm that the quality and orientation of thought in contemporary American geography entitled the field to be taken very seriously for its scientific content. What remained was to persuade the Foundation--or more exactly its educational directorate--that teaching consultancy at the graduate level, tied to the "interpretation" view of teaching, deserved assistance at public expense.

My suggestion is that the Foundation felt encouraged by the TLGG strategy of aiming at doctoral departments. The Foundation had been long wed to the proposition that "the best minds in any particular discipline must be put to work [for educational purposes]."[6] Assuming that these minds were most likely to be found in graduate departments, then the prospect for linking them to an improvement-of-teaching effort would be increased. In addition, cost effectiveness argued for the choice of these departments, since they were known to function as the principal dissemination centers for new ways of doing things in their field.

In conclusion, the experience of the NSF with the educational projects of many fields of science, at many levels of schooling, had exposed it to the realities of American popular attitudes and had accustomed it to the necessity for respecting the "interpretation" view. TLGG was accepted for support as an enterprise incorporating that view into an alternative philosophy of Ph.D. education.

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[6] From Jerome Brumer, The Process of Education. (New York: Random House, 1960).

Chapter 1. Introduction to Phase II

The present account is addressed primarily to future directors of in-department teaching preparation programs and to future organizers of national projects of the TLGG type; but it is also addressed to the general membership of the community of American geographers and to anyone curious about what happens when an academic collectivity, defined by field of knowledge and by nationality, tries to face up to its own teaching beliefs and practices as a practical problem.

To bring all readers into the spirit of TLGG, as felt by the leaders of the project at the time of making plans for Phase II, the proposal for that phase is reproduced below--in a draft form considerably briefer than the final submission.

> The present request for renewal arises from the recognition, based upon project experience to date, that if the intended outcomes of the Teaching and Learning in Graduate Geography Project are to be achieved, three lines of action must be pursued:
>
> (1) Follow-through on the first-year activities of currently sponsored programs. Although evidence of progress toward institutionalization has come from all of the programs, permanent adoption remains in doubt. To bring institutionalization within reach, a carefully planned, adaptive second year of development is proposed.
>
> (2) Increase in the number of sponsored programs. Although the precedents established by the programs are highly promising, they now appear unlikely to be sufficient in themselves to create a multiplier effect. To get a national movement going, the judicious extension of sponsorship to additional programs is proposed.
>
> (3) Development of a national leadership corps for the continued promotion of TLGG aims. It has become evident that the principal agents in the six present programs have great potential for service as exemplars and missionaries. To exploit and augment this potential, three developmental conferences are proposed. The conferences are to serve not only as

learning opportunities for participating programs, but also as settings for the consolidation of a leadership corps that will be prepared to carry forward the propagation of TLGG principles after the project itself has come to an end.

Project Purposes and Objectives

The objectives for the first year of the TLGG project were stated in the proposal titled 'Teacher Development in Ph.D. Programs in Geography.' Briefly, those objectives were

(1) To increase and improve the population of teachers at the college and university levels.

(2) To initiate an array of developmentally conceived, self-sustaining programs in the teaching/learning arts for doctoral students.

(3) To create and maintain a communications network linking geographers skilled and interested in preparing others in the teaching/learning arts.

(4) To develop principled knowledge germane to the preparation of teachers for higher education.

The overarching goal of the TLGG project continues to be the development of doctoral students who will apply their problem solving and research skills to teaching and learning in college classrooms. This goal stems from a belief system which was enunciated by the group that originated TLGG and which is shared by the TLGG Steering Committee:

(1) Geographic learning is a legitimate subject for scientific inquiry and may be subjected to scientific analysis.

(2) The professional education of a college teacher is a process of personal development and derives from self-awareness of the teacher in his teaching role.

(3) Programmatic and institutional changes derive from behavioral change.

The objectives for the second year of TLGG (1974-75)--i.e., the year of concern in this proposal--are essentially the same as those stated for the first year (1973-74). However, those objectives can now be reformulated and in several cases improved and put into operation. The specific objectives of TLGG during 1974-75 are

1.0 Increased and improved population (1973-74 objective).

During 1973-74 approximately fifty doctoral students and fourteen faculty were directly involved in TLGG-sponsored activities.

1.1 Increase the number of doctoral students participating in TLGG activities to 200 (1974-75 objective).

By targeting funds on specific needs as well as by utilizing local resources more effectively, TLGG hopes to improve its cost-effectiveness and reach a larger number of doctoral students without a proportional increase in the budget request.

1.2 Emphasize the participation of faculty in TLGG activities (1974-75 objective).

It is clearer now that the faculty in the departments sponsoring the projects are a key to attainment of TLGG's goals. Therefore, greater efforts will be made to involve more faculty in more intensive ways in the activities of TLGG, e.g., attending workshops and conferences and working as TLGG staff.

2.0 An array of training programs (1973-74 objective).

Five experimental projects were funded in 1973-74. All five are currently operational and are believed to be successful. Four of the projects hope to continue their efforts next year at a reduced funding level.

2.1 Secure institutionalization of experimental programs funded in 1973-74 (1974-75 objective).

All five projects are moving toward complete local support of their programs. However, some funds are necessary to 'bridge the gap' between external funding of an experimental program and internal funding of an integral part of a doctoral preparation program.

2.2 Establish a new series of experimental projects (1974-75 objective).

Proposals for inauguration of teacher-training components in doctoral programs have been received from twelve doctoral granting departments. If these departments are combined with the first five, TLGG would influence 34.6% of the geography departments awarding 43.4% of the Ph.D.'s.

3.0 A communications network (1973-74 objective).

An information exchange system and a regularized dis-

seminate ideas developed in TLGG to individuals and departments outside the TLGG project (1974-75 objective).

Many of the activities and products of the experimental projects can be generalized beyond those projects. In addition, the dissemination process will support and amplify the communications network concept. Leadership at such workshops/conferences will come largely from local experimental projects.

4.0 Develop principled knowledge (1973-74 objective).

Aside from some attention to the literature on training college teachers, little attention was given to attaining this objective. This is not surprising since the data base is to be the experimental projects which only began in Fall 1973; it is only now that our experience is becoming sufficient to warrant some generalizations.

4.1 Prepare a report deriving from the collective experience of the experimental projects which indicates some of the tentative findings of TLGG (1974-75 objective).

In a sense TLGG is a reasoned inquiry into the question of preparing college teachers. Obviously the answer to that question is not yet known and it is unlikely that the question will ever be answered definitively. Nonetheless, some ideas appear more worthy of discussion than others and some scattered evidence is beginning to develop. An assemblage, coliation, and interpretation of TLGG's experience could provide launch points for new experiments and a basis for serious discussion and debate.

The strategy of TLGG in its opening year has been to develop a system of communication and support for developmental programs in five doctoral departments, the purpose of which in all cases has been to prepare prospective professors for teaching. They are

University of California, Berkeley
Training through guided planning and presentation, by doctoral students, of experimental courses.

Clark University
Training through practicum experience with undergraduate teacher trainees, and through conduct of undergraduate proseminars.

University of Colorado
Training at several levels in geographic education as a special field. Geographic education laboratory serves as logistical center.

University of Illinois, Champaign-Urbana
Training through selected apprentice activities. Emphasis on response to feedback from current trial teaching and on individualization of teaching projects.

University of Iowa
Training organized progressively over a 4-year period. Graduated responsibilities to lead, in final year, to design and teaching of a course.

A sixth (non-funded) program, at the University of California, Los Angeles, has operated as a pilot, having had a one-year's head start. It is exploring original approaches to a tri-level training design.

The renewal request (in the same draft form) went on to speak of eleven new programs, at

Columbia University
Proposes trial teaching in a variety of colleges, New York Metro area. Training-faculty from Columbia, Barnard, and Teachers College.

Rutgers University
Proposes link-up with Graduate School of Education. Plans for workshop as resource center for graduate students and faculty.

University of Maryland
Already offering a "progression system" similar to Iowa's. Special seminar and monitoring to be added.

SUNY-Buffalo
Proposes workshop featuring teachers of recognized excellence. To cooperate with 5 other departments on campus with teaching preparation programs.

Michigan State University
Seminar already required of all TA's, open to all graduate students. Proposes expansion of program for assessing teaching effectiveness.

Indiana University
Proposes program to be required of Ph.D.'s intending to teach. Plans for close coordination with campus-wide program for IA's (equals TA's).

Indiana State University
Proposes assignment of geography graduate students to seminar on college teaching, Science Teaching Center. Emphasizes collegial relations between student teachers and "regular" faculty.

University of Oklahoma
Builds on recognition of geography education as special field (of Colorado), and on informal faculty symposium on teaching. Proposes link-up with Center for Studies in Higher Education.

Oregon State University
To continue seminar required of all TA's. Plans for expanded use of university's Instructional Resources Center, and for development of student-managed colleguium.

When the National Science Foundation acted on the request (in a later, finished form), funding for local activities was granted only to the programs continuing from TLGG's first year, but provision was made for access by all to the national conferences, and to the services of the central office of the project. At this point, Columbia University had to decide against participation.

Phase II opened, July 1 1974, with a strengthened sense of continuity, since many of the new programs, in common with those already banded together in TLGG, could be traced back to an earlier project (cited in the Preamble, above) that had concentrated upon the quality of teaching in introductory college geography courses.

Chapter 2. The Conferences: Where and When

The three developmental conferences planned for Phase II were to "assist TLGG in ... crystallizing its goals as a national project, while ... reinforcing the goals of each local program." Each conference, by expectation, was to highlight a problem: the first, that of establishing objectives for training programs; the second, that of working out organizational features consonant with departmental and institutional purposes; the third, that of assembling the skills and exercising the strategies required for getting a program under way. The meetings, as actually held, were--

Conference 1
Place: University of Michigan, Ann Arbor.
Time: August 15-16, 1974

Conference 2
Place: Sheraton-Biltmore Hotel, Atlanta. Georgia
Time: January 30-February 2, 1975

Conference 3
Place: University of Chicago, Center for Continuing Education
Time: September 26-28, 1975

Mainly in response to the judgment of the local program directors, attention to the three identified problems was distributed across all of the meetings.

Readers of the report on Phase I will recall that national conferences (not to mention other centrally organized activities) were interpreted as having served two purposes: (1) structuring the TLGG system, and (2) making the system go. In the following two chapters the same interpretation is applied to the conferences of Phase II.

Chapter 3. Structuring the National System

Inspection of the minutes for the Phase II conferences makes it apparent that the attempt to sustain structure in the national consortium was reducible for the most part, as in Phase I, to acts of defining, regulating, and planning. Accordingly, suggestions are made under these headings below.

Defining

Running through the minutes like variations on a musical theme are signs of concern over the confirmation of an ideology. I believe now, as the Preamble says, that this concern amounted to a search for an adequate statement of the "interpretation" view of teaching. My own best summary, in conference, was given in the words "teaching as responsibility to the learner" (Minutes, app. C, p. 3).* The expressions of others (and of myself, earlier) are of interest, and not hard to find.

It may be obvious, but on the chance that it is not, I offer this observation: the conferences were conducted, generally speaking, as models of the "interpretation" approach. One can, in fact, find point-by-point correspondence between entries under "The Interpretation Teacher" in the Preamble and conference events reflecting TLGG policy. Consider, if you will, the peer learning that initiated Conference 1 and that was a feature of all meetings; the open Steering Committee session of Conference 2; the acceptance extended to graduate students as members of the conferences; and the responsiveness shown at all meetings to the preferences and preconceptions of conference participants.

Intertwined with these ventures toward ideological definition were attempts to solidify a social definition of what we were about, centering

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*The minutes from all three conferences are included in Volume II of this report as appendices A, B, and C respectively.

on the role of teaching consultant. Although the conferences may not have brought the role into a tight focus, they brought it under examination from many angles. Of at least equal importance, the conferences provided strong social support for those occupying the role. When John Ball passed his judgment on the "real value" of TLGG (Min., App. B, p 33) he certainly had this support in mind.

Regulating

A reading of the description of the Steering Committee's responsibilities under "Regulating" in Preparing Others to Profess tells one what continued to occur in Phase II. It also allows the reader to appreciate one particularly prominent item in the conference proceedings. This is the effort made to secure adoption of standard criteria by the several programs, while not challenging their locally authenticated diversity. In Conference 1 this was tried in the session led by Frank Koen[1] in the evaluative observation of teaching (Min., App. A, pp. 7-10). The hope here was that a single set of guidelines would be ratified by the TLGG programs. It was not.

At the same conference, the chairman of the Steering Committee announced, "Base line data--information on each student at the start of training--will be necessary, if the success of TLGG is to be measured." He added three reasons for this conviction (Min., App. A, p. 15). After little more than an hour, however, the Committee had set aside its aspir-

[1] Frank Koen was especially attractive to this group because of his involvement in a study of programs training college teachers. Frank Koen and Stanford C. Ericksen, An Analysis of the Specific Features Which Characterize the more Successful Programs for the Recruitment and Training of College Teachers (Ann Arbor, Michigan: Center for Research on Learning and Teaching, The University of Michigan, 1967).

ation to obtain such data, at least on a strictly standardized form (Min., App. A, p. 17). Essentially, we were persuaded that other means for getting at the effects of the programs would be more appropriate--and feasible.

In the remaining conferences, special staff members, roughly comparable to Koen in standing, were presented, far more as consultants to teaching consultants than as authorities for teaching consultants to follow. In the same conferences, one observes the drive toward evaluation taking an altered course. At the end of Conference 2, I speak of the necessity for "finding out [somehow] what has been happening to graduate students involved in the project" (Min., App. B, p. 33). By the time of the third conference, I am able to report in general terms on the findings of myself and Dee Fink from site visits and mailed questionnaires (Min., App. C, App. 3-6). The work of both of us during that interim is represented in Part Three of the present report.

Planning

The responsibility of looking ahead, for the system as a whole, fell to the Steering Committee, with special initiative being taken, as before, by one member, Salvatore Natoli, the Educational Affairs Director of the AAG. However, a share-out of spearheading with others was more apparent than in Phase I.

Phase III was planned as a time for (1) evaluation and (2) dissemination. No one was firmer in his conception of TLGG as a project that must evaluative activity than the chairman of the Steering Committee, Gary Manson. It was his "evaluation-mindedness" (see "Introduction to Phase II," above) against which later accomplishments could be readily checked. As we of the Steering Committee had entered Phase II, our

attention went especially to assessment for the first of those goals, "an improved population of teachers." It was Manson who occupied the most forward position in urging the development of base line data for this purpose.

In the months that ensued, plans matured for what came to be called the Follow-Up Study (the evaluation part of Phase III). A design emerged that owed a great deal to the determination of Manson and to the guidance of Natoli, but most of all to the growing confidence and resourcefulness of Dee Fink. Preliminaries to the Follow-Up Study--referred to under "Regulating"--already reflected Fink's ideas; the proposal for Phase III were attributable mainly to him.

The dissemination part of Phase III, as planned, perhaps should have been termed Clearinghouse and Consultation Service. In any event, it was an established function of the project, now proposed for a period when none of the programs would any longer have the benefit of external funding, and when calls to come together for special assemblages were not going to be issued. The planners of this continuation were chiefly Natoli and Fink. In the minutes of the conferences, one finds general support and approval for their plans where "the ideal of a network" comes under discussion (Min., App. A, p. 18) where a desire to "maintain and promote the growth of this particular group" is expressed (Min., App. B, p. 34), and where the possibility of "a communications center" is raised (Min., App. C, p. 2).

Chapter 4. Making the National System Go

Perhaps this assurance is in order: the national leadership of TLGG was never under the illusion that anything done at that level could substitute for or rival in importance what the local programs were accomplishing. The central office realized, for example, that the national conferences could help to "make the system go" only in the sense of facilitating or supporting local operations. During the conferences of Phase II two opportunities for rendering support were consciously pursued: (1) promoting interaction among the programs, and (2) fostering interaction between the programs and representatives of contemporary educational thought. The following paragraphs are grouped and headed accordingly.

Interaction Among the Programs

Anyone attending the conferences could not help but be convinced that the delegations from the campuses especially valued hearing from their counterparts. Much of the cross-program communication occurred outside the scheduled sessions--over meals, during breaks, and at other times. The organized transmissions took place either in talks to the assembly as a whole (with questions) or in sessions for small-group conversations. Of the former, probably the most productive were the times reserved in Conference 1 for directors of the first generation of TLGG programs to talk about their experiences (a) with beginning-of-the-year "orientations," and (b) with seminars on teaching (Min., App. A, pp. 2-7, and 13-14); but content of importance was delivered also in the 3-5 minute free-style summaries from new programs, given in all conferences (Min., App. B, pp. 10-12; Min., App. B, pp. 4-7; Min., App. C, pp. 6-9).

The small-group conversations, tending not to be particularly prominent in the conference minutes, probably ranked ahead of the

planning sessions in populatity. Two of these special interest get-togethers were on points of program organization--one on finding non-conventional teaching opportunities for students, during their years of graduate study (Min., App. B, p. 9), the other on tapping out-of-department resources for an in-department program (Min., App. B, pp. 11-12). Another session (Min., App. C, pp. 23-24) brought into the open a question that struck some directors as increasingly relevant: Can teaching preparation be conducted as communication preparation, so as to expand the range of assistance to include students aiming at careers outside academia? Yet another session, begun at one conference and resumed at the next, reflected a continuing curiosity about the experience often in observing and analyzing the classroom teaching done by graduate students (Min., App. B, pp. 10-11; Min., App. C, p. 26).

Of all of the interests expressed through the selection of topics for small-group discussion, the most intensely felt appears to have been a curiosity about the acceptance and security of teaching consultancy, with the distinguishing values, in other departments. An inspiring statement from one director, in which he spoke of a change of attitudes in his department, had opened the year (Min., App. A, p. 12); but one got the impression, as the year went on, of teaching consultants continuing to work in emotional isolation, for the most part. Definite anxiety was shown in sessions on "re-orienting faculty" in Conference 2 (Min., App. B, pp. 9-10), and on "involving other faculty" in Conference 3 (Min., App. C, p. 25), while a tone of calculations if not confidence, was most evident in a Conference 3 session on "institutionalizing" programs (Min., App. C, pp. 24-25).

In a special case of small-group discussion, the propagation of

teaching consultancy was paramount. A pre-arranged workshop for "representatives of new teaching preparation programs" (Min.; App. C, pp. 18-21), at the end of the year, was probably the occasion of more sharing of concentrated, digested experience than occurred in any other session.

Interaction between the Programs and Representatives of Contemporary Educational Thought

Nowhere was the commitment of the TLGG leadership to the "interpretation" view of teaching (recall Preamble, above) more pronounced than in the general policy pursued in inviting expert advisors to the conferences. To bring in experts at all was to greatly enlarge our efforts at strengthening the corps of geographer-non-teaching consultants through infusions of contemporary educational thought. In Phase I, the flow of items had been channeled almost exclusively through selected mailings (see Appendix D of Preparing Others to Profess); now, although we continued the mailings--as will be described later--we made proponents of relevant schools of thought directly available for first-hand exposition and response to questions. In all cases, we thought of our guests as people who would be proceeding from "interpretation" premises.

While they may have occupied a common ground, our guests took up markedly different positions upon it. The counsel they offered sorted out as follows:

Behaviorist advice. Based upon a conception of learning as response to stimuli from the environment. Tends to emphasize the importance of rewards in teaching, and to encourage closely administered education, broken down into limited learning tasks. Our invited sources were--

Frank Koen, well known for his work with the Center for Research on Learning and Teaching, University of Michigan, especially for his studies of preservice training of college teachers.

Ben A. Green, physicist active in campaigning for adoption of Personalized System of Instruction (PSI) in collegiate education, beginning with his introduction of the system at MIT, in 1969.

Cognitive-theory advice. Based upon a conception learning as organization of mental events (cognitions). Tends to stress hypothesis-making and inventiveness on the part of the learner, and to encourage teaching that aims to help students build cognitive structures. Our invited source was--

Richard Suchman, widely quoted among educators for his "model for the analysis of inquiry," a construct described in successive issues of The Instructor, from August 1966 to July 1967.

Humanistic, ego-concerned advice. Based upon a conception of learning as growth, or progressive change in the direction of self-fulfillment and increased warrant for self-confidence. Asks the educator to pay close attention to, and to respect the judgments of, the learner. Encourages teaching that is consciously undertaken as participation in the lives of students. Our invited sources were--

Joseph Katz, psychiatrically trained commentator on American college education. A recognized authority from the time of publications of "Personality and Interpersonal Relations in the College Classroom," in N. Sanford (ed.), The American College (N.Y.: Wiley and Sons, 1962).

Ann Salyard, former campus-wide coordinator of teaching assistant programs U.C.L.A. Author of "An Approach to Preparing Teaching Assistants for College and University Teaching."

The advice was sought with particular objectives in mind, the distribution of which across the conferences can be rather easily recognized.

For a more analytic understanding of the teaching role

We looked especially to Koen for help here, asking him to take charge of a workshop in Conference 1 (Min., App. A, pp. 7-10). Notice his focus on teaching as overt behavior same, p. 9). It would be difficult to argue that anything approaching equal time was provided, during the three conferences, for expression of the other two psychological schools of thought, although the minutes do show that they found a hearing.

For a more analytic understanding of student experience

We turned to Suchman for leadership in this regard

setting him up for a workshop in Conference 2 (Min., App. B, pp. 23-28). Standing in evident contrast with his cognitive-theory approach were: the behaviorist assumptions of Ben Green as brought out earlier in the same conference (Min., App. B, pp. 15-22), and the humanistic stance of one of our directors, Duane Knos. Knos can be followed through the minutes of all three conferences as independent, deeply convinced interpreter of learning experience.

Toward better-informed advocacy of the reorganization of teaching

Throughout its life, TLGG stood for "breaking the cake of custom", with respect to teaching of specific alternatives to conventional ways and means, two directions of encouragement were repeatedly indicated as most practicable: (1) simulations, including ad hoc role playing, and (2) patterned independent study, especially as represented by Personalized Systems of Instruction (PSI). We went into Phase II feeling that a chance to become directly acquainted with PSI was owed to the program directors, and in the Conference 2, courtesy of Ben Green, it was provided (Min., App. B, pp. 13-22). The behaviorist foundation of PSI came fully to light during his workshop.

For a deepened appreciation of teaching consultancy

Probably it was my reading of the significance of teaching consultancy--based upon my own experience--that accounted, more than anything else, for the appearance of this objective among the conference goals of Phase II. Taking a persons-in-relation view of what teaching consultancy is, I was inclined increasingly to wonder whether our TLGG corps of "geographic educators," including myself, might not need the sort of sensitization to our responsibilities that Ann Salyard's example promised. Her workshop, which came in Conference 3, brought us the humanism of a thoughtful, experienced amateur (Min., App. B, pp. 11-16).

Toward a better understanding of tradition and change in teaching environments

To return to a refrain in these pages, the program directors as a whole needed, as a matter of survival, and sought for, as a matter of principle, changes in the prevailing value systems of their departments. A service we tried to offer throughout the life of the project, toward this end, was assistance in conceptualizing graduate departments of geography as teaching environments, with particular reference to tradition and change. In the conferences of Phase II, we reserved the closing "educational thought session" for Joseph Katz, on invitation to speak to this point (App. C, pp. 27-33). He responded by speaking, in his way, to all of the objectives listed here, although close listening was required

to realize that he did.

The choice of Katz symbolized an acceptance by TLGG of the humanistic, ego-centered philosophy that had cast Leonard Lansky in a leading role in the project preceding it (see Preamble, above, for citation of the project titled "The Improvement of College Geography Instruction"). To end this report on the national conferences, I recommend that the reader go back to Conference 1, where Stanford Eriksen of the Center for Research on Learning and Teaching at the University of Michigan--a drop-in guest--has his say (Min., App. A, pp. 16-17). Whether the minutes succeed in communicating the fact or not, Eriksen's style of advice meshed with the thinking of the program directors, taken as a group, more effectively than that of any of the invited guests. He spoke as a "problem oriented" analyst of learning conditions in American higher education,[1] without primary commitment either to the Lansky-Katz approach, or to the positions stamped by behaviorism, or to the interpretations controlled by cognitive theory.

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[1]See Eriksen's Motivation for Learning: A Guide for the Teacher of the Young Adult (Ann Arbor, Mich: Univ. of Michigan Press, 1974), especially pp. 18-23.

Chapter 5. Supplementing the Conferences: Productions of the Central Office

To appreciate the conferences is to go far toward an understanding of TLGG at the national level, but not all of the way. Knowledge of what the central office of the project was producing during the phase is also required. In most respects, the production story is that of L. Dee Fink (Associate Director) as author, finder, and disseminator.

Structuring the System

Looking across the now-familiar array of basic structuring activities--defining, regulating, and planning--one can recognize the first as the one to which an especially interesting piece of writing pertained. It was Fink's "Approaches to Teaching," an essay in which he drew anew the contrast between the conventionally approved position of the "transmission teacher" and the project-favored position of the "interpretation teacher." He opened by saying,

> One of the primary goals of the TLGG Project is "an improved population of teachers at the college and graduate levels." This is partially achieved by giving graduate students the opportunity to teach and thereby improve their teaching skills prior to their employment as full-time teachers. But becoming a better teacher requires more than getting a "head start" in the practicing art of teaching. It also means being more able to conceive of better ways of teaching, and being able to select and use the kind of teaching most appropriate for specific situations.

He then brought his readers variants on the "interpretation" view and practice under four titles (modified by me for the present report):

> Media mode. Largely determined by the capabilities of radio, TV, and remote-terminal computer. In a principal version, the teacher--seen as a subject matter specialist--cooperates with an instructional specialist and an informational specialist (someone who knows where to get data, films, still pictures, and other educational software). The teacher decides what needs to be taught, evaluates material for learning difficulty, and relates the content of the course to that of other courses. Mode recommended by a recent Carnegie Commission.

Management-of-learning mode. Teacher becomes manager of a process defined by its aim of maximizing student performance. Close attention given to strategically administered rewards, and to step-by-step progression. Examples are often said to be "individually paced" and "mastery oriented." Includes programmed learning, audiovisual tutorial systems, and some types of computer assisted instruction. Best known illustration: Personalized System of Instruction (PSI).

Inquiry-into-inquiry mode. Illustrated by Joseph Schwab's classroom use of original papers in science, selected as "instances of good enquirers yielding scientific knowledge worth possessing." Typically, based on discussion--in a situation where teacher and student become cooperating and communicating pursuers of a common problem: the meaning of the inquiry at hand.

Learner-attending mode. The teacher becomes facilitator of naturally occurring processes. For Carl Rogers, reliance is to be placed upon the presumed self-actualizing tendency of students; for Herbert Thelen, on what are believed to be (a) the quest for personal autonomy and captaincy of self, (b) the tendency of groups to develop a social order, and (c) a desire for action to improve relations with the social and natural environments.

The four variants were described against the background of the discourse mode (read, the mode appropriate to the "transmission teacher"), for which Jacques Barzun was made spokesman.

The thinking in this essay (which was distributed by mail throughout the TLGG network) grew out of extended discussions between myself and Fink. Our talks, in turn, were prompted by a memorandum of August 1973, written primarily by Herbert Thelen and circulated among the Education faculties at the University of Chicago. Fink's four variants tally against the categories of advice attributed to our guests at the Phase II conferences as follows:

At the Conferences	In Fink's Paper
Behaviorist advice	Media mode Management-of-learning mode
Cognitive-theory advice	Inquiry-into-inquiry mode
Humanistic, ego-concerned advice	Learner-attending mode

Making the System Go

As the months of Phase II passed, responsibility for Central Office action to help "make the system go" fell largely to Fink. What he did, with more than one cooperator, can be summarized under the three sub-headings that have become standard, in TLGG reporting. Under each, where reference is made to the IOI (Internally Originated Item) Series or to the EOI (Externally Originated Item) Series, Fink's role as finder is to be assumed. The complete roster of titles for the two series appears in Appendix D and Appendix E.

Interaction among the programs. An item from Indiana University on a university-wide program for graduate student teachers (EOI #20) and one from the University of Waterloo on a departmental retreat for graduate students (IOI #14) were isolated contributions coming early and late in the period. The primary locus of cumulative production was Colorado. Near the start came David Hill's synopsis of University Teacher as Artist (IOI #11), followed by materials from and about the Colorado workshop (IOI #12). Later came news from a Colorado seminar on geographic education (IOI # 15); a simulation (IOI #16); and scales for the evaluation of institutions (IOI #18). The stream--with which a mailing from the University of

Colorado at Colorado Springs on teaching philosophies (IOI #17) ought to be associated--continued into Phase III.

Interaction between the programs and the disciplinary community. For this sort of interfacing, the use of the item-mailing service was limited to two inbound pieces: the gauntlet-casting article by George Dury (EOI #19) that served to warn program directors in general of the apprehensiveness that behavioristic advocacy can arouse within the professoriate; and, of a countering tendency, an article and letter from two young professors (EOI # 24) on their favorable experience with the mastery learning model.

Fink made a major contribution--with expert technical assistance--by carrying out an investigation-by-questionnaire, the full results of which were sent directly to geography departments, an abbreviated account going into the Professional Geographer. Released under the title "The Importance of Teaching in the Appointment and Promotion of Academic Geographers," his report digested the responses of more than 350 chairpersons to queries that could be reduced, ultimately, to these questions:

(1) What is the importance of various dimensions of teaching competence?

(2) What is the importance of various types of evidence of teaching competence?

(3) What is the relative importance of teaching vis-a-vis research and administrative work in appointment and promotion decisions? Has this changed in the last five years? If so, in what way and for what reason?

(4) What is the relative likelihood of five hypothetical candidates being offered appointments and promotions in your department?

(5) What other special characteristics are of particular interest to your department?

The questioning process itself was developed as a way of inducing department heads to take part in an appreciative analysis of teaching.

(Fink got cooperation from 71% of his addressees). Responses were expected to help TLGG program directors judge the market for the kind of Ph.D. they were helping to train. Fink could say, at the end, "There was a very strong preference [expressed] by nearly all types of departments for the candidate who had a background of research, teaching experience with positive student evaluations, and a record of participation in a formal teacher preparation program."

If building confidence among academic geographers in the role of the teaching consultant was a high-ranking obligation of the Central Office, as I believe it was, then another of Fink's initiatives deserves emphasis: an effort to help geographers think clearly about a demand being placed upon themselves and their departments by almost all university administrations for paper evidence of what students think of their courses. This effort reached a climax at the national AAG Meeting of 1975, when Fink and two especially well qualified TLGG program directors--Alan Backler from Indiana and Janice Monk from Illinois--presented a workshop for all interested AAG Members on constructing, administering and interpreting student evaluation forms. The workshop was given with modifications at the 1976 sessions of the International Geographical Union in Leningrad, the U.S.S.R.

Interaction between our programs and the world of educational thought. The titles of items #20 to #40 in the EOI Series represent receipts from the world of the educator during Phase II (the remainder extending the intake into Phase III). Their significance is easily stated. First, some mailings were made as back-up for voices of professional education heard at the conferences. (See nos. 22, 27, 28, 31 and 39. For confirmation that the intent was not always promotional,

notice the title of #31.) Second, some were meant to lend perspective on the kind of project in which we were engaged. (See nos. 21, 23, 25, 29, 33 and 38. Notice #25, for its identification of a learner-centered reform movement to which, one must grant, we belonged.) Third, some aimed at a larger perspective. (See #30 on the professoriate, #31 on the graduate student, and nos. 35 and 37 on university positions relative to teaching.) Finally, one item (#36) conveyed how-to-do-it aid.

In partial return, Fink committed himself to the authorship of an article on TLGG's experiences in Educational Horizons. He completed it early in Phase III, for publication in the issue of that magazine for Winter, 1976-77.

Part Two. LOCAL PROGRAMS IN A SECOND YEAR

Preamble. Getting to the Root of a Problem

Chapter 1. Programs and Departments

2. Alternative Master Frame

3. On the Seminar

4. Issues for the Chair

5. Some Successes

Preamble. Getting to the Root of a Problem

Wherever TLGG went, as a sponsor of programs, it had been invited. The reader will recall that the number of invitations accepted from doctoral departments was at first five, went to six as Phase I opened, rose to seventeen as plans were completed for Phase II, and settled at sixteen after a withdrawal (by Columbia). In every case, the department issuing the invitation wanted access to the give-and-take of TLGG because of an existing or contemplated program on the arts of teaching, for a "home group" of graduate students. Sometimes, it must be admitted, a department may have been moved to join or to stay in the TLGG consortium as much out of a wish to tell others about its program as to improve it, but whether this was so or not, a sense of anomaly could always be detected, sooner or later: the consortium was aiming to do something which the department had not been created to do.

To get at the root of the problem, we must go back to the time--late in the nineteenth century--of the rise of an ideal, called "the university idea" by William Rainey Harper, first president of my own university, the University of Chicago. Wherever it became an active organizing principle, whether in a new cooperation, such as Chicago or Johns Hopkins, or in an old one, such as Harvard or Michigan, the ideal was promulgated through declarations of the primacy of "research," "the advancement of knowledge," or "investigation." Its adoption, says a recent author (Charles Wegener, in his Liberal Education and the Modern University, 1978),

> amounted to a revolution in institutional structure, in professional function, and in curricular and educational content and activity. It remolded the actuality of an institution of learning and education; it gave new meaning to the "professoriate"; it removed the limitations on subjects and subject

> matters which had characterized schools, colleges, and universities; and, inevitably, it imposed new requirements, new activities, new options, and new problems. . .

By 1900, fourteen institutions had banded together in adherence to "the university idea," to found the Association of American Universities.

To continue with Chicago, uneasiness over the readiness of degree holders to teach came early, finding expression in a paper of 1908, presented before the Association of Doctors of Philosophy (of that university).[1] Observing that "the various departments . . . are now in the habit of looking to teaching as the field in which they expect to locate their graduate students, when they shall have completed their courses," and adding that this was true "whether these graduates are from the Master's or the Doctor's [Program]," the author took a position in favor of preparatory work in the philosophy of education and in "the pedagogy of the special subjects." He granted, however, that there were strong differences of opinion on the entire matter, and he concluded by affirming a point on which "the university idea" could not yield: a belief that "the research spirit and the ability to do research . . . constitute one of the strongest factors in good teaching ability."

It seems to me that this author (who was with the School of Education) came close to recognizing a standard of excellence in teaching which derives from "the university idea," and which must be considered if the issue of teaching preparation during the years of graduate education is to be faced realistically. As expressed by a committee on teaching at Chicago in my own time, it runs,

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[1] O.W. Caldwell, "The Relation of the Doctorate to Teaching," University of Chicago Magazine, Vol. 1 (1898), pp. 58-64.

> There is an excellence of teaching that comes only from those. . . whose teaching is continually informed by, transformed, by, their own unresting attempts to push the limits of what is known. What they teach is not a subject matter shaped by others and consigned to them as teachers. They are themselves the makers and shapers in the process by which their subject is always in motion.[2]

The reminder I take from this passage is that, where "the university idea" prevails, an extraordinary culture develops in which powerful models--professors who are "makers and shapers" of subject matter--are dominant figures. Within this culture, students are under great and continuing inducement to aim at becoming similar people. Paying attention to them as teaching models becomes "the thing to do," while any special program for teaching preparation tends to seem diversionary. Under these conditions, toleration of or allowance for special teaching preparation can develop, but, unless unusual measures are taken, it will be conceived of in a spirit of noblesse oblige, as being suited only to academicians for whom subject matter is "shaped by others and consigned to them as teachers."

Of the sixteen institutions represented on the rolls of TLGG in Phase II, all were inheritors, in some degree, of the great university revolution of the late nineteenth century. Accordingly, their departments of geography presented, to some extent, difficulties inherent in the culture just now described.

Beyond the bounds of accomodation were departments which, though relatively well informed about TLGG, felt prevented by a difference in values from joining us. Whether or not the department at the University of Wisconsin-Madison is itself a case in point, a professor from there who had attended a make-ready meeting for Phase I came away expressing alarm over his perception of us,

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[2] Report of Committee on Teaching, The University of Chicago Record, June 15, 1973.

seeing in our general position a threat to his university principles. He was G.H. Dury, who went into print to declare for himself and others the ideal of "firing the imagination of our students [to do research]," and to report having been "deeply depressed" at our meeting, especially over the behaviorist advice of Frank Koen (already a source of advice, even before TLGG started). "We cannot program inspiration," protested Dury, believing that we stood for programmed instruction. It is not certain that an appreciation of the full breadth of our view--an "interpretation" conception that sees teaching as responsibility to the learner--would have made him much more receptive to our efforts.

My experience at the University of Chicago, where the geography faculty has much in common with Dury, suggests that fuller explanation of our ideology would not have been very persuasive. My ventures in teaching consultancy at Chicago, which have always been informed by the "interpretation" view, never attracted enough support to make me feel warranted in urging affiliation with TLGG. (In saying this, I am ignoring the fact that the mainstay of the typical TLGG program, a population of teaching assistants, is missing--by design--from the Chicago system.)

Although, as I would have it, our mission for the self-conscious cultivation of the teaching arts was in contention with "the university idea" on all TLGG campuses, local situations differed greatly. Definite contrasts were at least implied in the pages of Preparing Others to Profess, for the departments enrolled in Phase I. To be explicit about differences now, in preparation for hearing from the local directors of Phase II, I offer my surmise that we were dealing with three variants on the American university department. In Variant 1, represented by at least six departments, from among which I point particularly to

Berkeley, the values of "the university idea" were most clearly displayed; the image of the scholar-teacher was preeminent; and the primacy of theoretical orientations was assumed. In Variant 2, represented by about the same number of departments, strong traditions of public service, sometimes traceable to land-grant origins, raised the relative importance of applied research and tended to set a tone of state and regional consciousness and accountability. As an excellent example, I point to Iowa. In Variant 3, represented perhaps solely by the department at Clark, a broad responsiveness to contemporary social, political and economic problems brought into prominence more of an action research than an applied research style, and tended to favor, too, the personal element in departmental discourse.

In arriving at the variants, I have worked from a typology in Joseph Axelrod, The University Teacher as Artist (Chapter 12), where these nine types of teaching institution are distinguished:

(1) Sociotechnical institutes
(2) Major research universities
(3) Regional public universities
(4) Comprehensive state colleges
(5) Single-purpose specialized colleges
(6) Regional pvt. universities
(7) Pvt. lib. art colleges
(8) Pvt. community colleges
(9) Private junior colleges

As I read Axelrod's criteria, our project was confined to types (2), (3), and (6).

Chapter 1. Programs and Departments

By now, the programs are familiar to the reader, having been introduced near the opening of Part One of the present report, and having been heard from repeatedly through their representatives at the three national conferences. Still, much remains to be said. The purpose of Part Two is, figuratively speaking, to take the reader home with the directors, aiming to draw lessons from their experiences as they strove to bring about improvements under conditions peculiar to their settings. Principally, the sources upon which conclusions in the following chapters rest are the accounts given by the directors themselves, as found in Appendix F and Appendix G.

By way of re-introduction, the programs are grouped below according to the departments with which they were associated. The departments are differentiated in keeping with the scheme presented in the preceding section, partially on the basis of first-hand observation (by Dee Fink and myself).

Variant 1 (image of the scholar-teacher preeminent; general atmosphere severely challenging to TLGG-type ventures)

The departments from the original set that seemed most clearly to qualify were those at Berkeley and UCLA. Illinois either here or under Variant 2.

Departments from the added set: Michigan, Rutgers, and Penn State. Indiana either here or under Variant 2.

Variant 2 (strong traditions of public service and state accountability relatively favorable to TLGG)

From the original set, I point to Colorado and Iowa, while granting that Iowa might be judged by some to belong under Variant 1.

From the added set: Oklahoma, Maryland, Michigan State, Oregon State, and Indiana State.

Variant 3 (broad responsiveness to social issues; sensitivity to student attitudes favorable to TLGG intentions)

The single case, in my opinion, was the department at Clark.

I submit for the reader's consideration that much concerning how our programs fared can be understood if the outlook and method of the local TLGG leadership are seen as interacting with the values and practices of the host departments. In the chapters that follow, this interaction is reviewed.

Chapter 2. Alternative Master Frame

We entered Phase II greatly chastened in what had been an article of faith or hope when the project began: that TLGG programs would foster educational research, that they would be suffused with curiosity about the educational process, and that they would operate within the recognized master frame of geographic education. Our reason for expecting less after the trial year was the experience of that year, especially at Colorado, where the attempt to organize TLGG activity within the frame of education had been most resolutely pursued. For Colorado's retreat from its original position, see Preparing Others to Profess, pp. 19-20.

Whether or not we realized it, our original expectations probably represented a response to "the university idea," as translated into the functions of academic departments. One can recognize without great difficulty, in the planning discussions for TLGG, a desire to strengthen, through the project, a research-based specialization that would perhaps hold its own vis-a-vis other specializations. Teaching consultancy, as idealized by us, was to be regularly taken up by a research-active participant in our special field. By the time Phase I had ended, it had become evident that, while we were failing to come to terms with university life via the geographic education frame, we were in process of adapting to it through another, not of our choosing.

The alternative frame was that of teaching assistantship (the TA system). To understand it, one is obliged, ultimately, to take account of an institutional fact more deeply rooted in university history than the commitment to research. "What is special about the University" asks Joseph Axelrod. His answer: It is the only institution in our society

authorized to award academic degrees " (University Teacher as Artist p. 149). This right, dating back to university beginnings in Europe, necessarily carries with it the obligation to offer instruction. In twentieth century America, partly because of the claim on professional time made by research and partly because of the inordinate massing of young people onto campuses as university students, an adjunct faculty has been required to meet teaching demands. It consists of graduate students in the role of teaching assistants, the duties of which range from little more than clerical support for a professor's teaching to outright substitution for him as a teacher.

In Phase II, acceptance of TLGG's attachment to teaching assistantship was almost universal. For a notion of how expansive the control over a program by the concerns of teaching assistantship could be, I recommend the end-of-year report from Berkeley (Appendix F, Program 1). There and elsewhere, a principal effect on TLGG's provision of teaching consultancy was curtailment in range of attention. As Fink pointed out in the conference ending Phase II, teaching consultancy can spread over:

(1) contact skills, for classroom interaction

(2) pre-active skills, for course design, and

(3) pro-active skills, for thought and action on curriculum questions.

The focus in Phase II, in fact, was on classroom interaction, and on instructional materials for the facilitation of it.

Within this limitation, the directors succeeded generally, I believe, in asserting a principle absolutely essential to TLGG: that an analytic, scholarly contemplation of teaching is worth attempting. They represented a point of view different from that which necessarily prevailed in their departments, a consultant's as against a practioner's approach and appreciation. For them it made sense to study teaching. For most of them, that

study probably occurred within the frame of geographic education. But they were ready in varying degree to work with people not thinking in that frame.

Chapter 3. On the Seminar

In the typical department of Phase I, a seminar on teaching had been held. It was the social center for maintenance of that focussed, analytic consideration of teaching which, to repeat, was absolutely essential to true TLGG participation. In Phase II, a seminar was mounted in less than half of the programs. By reading the reports with an eye to these instances, and to the substitutions made for seminars, and to the reasoning of directors about seminars, much may be learned about the programs as a whole.

In the reports from Variant 1 departments (as classified by me at real risk of challenge), the TLGG-type seminar was nowhere secure. For systematically developed approaches to seminar presentation by TLGG directors in such departments, I recommend the accounts from Illinois and Indiana (App. F, Program 4; App. G, Program 1). Neither, despite evidence of thoughtful, attentive leadership, leaves with the reader a sense of survivability. The Penn State report ends with a note on "strong student and faculty resistance to formal seminars or classes on teaching methods" (App. G, Prog. 8). At UCLA, the seminar has been suspended for a year; at Berkeley, sessions called seminars have been expanded to run the whole year--but they are a student-managed enterprise (App. F, Prog. 1). At Michigan, excellent materials, precisely suited to the institution--the studies produced by Michigan's Center for Research on Learning and Teaching--are the seminar's grist, but the director's reluctance to make a year-end report suggests an underlying tentativeness (App. G, Prog. 4). At Rutgers, the seminar is found to be operating energetically and very much in the main line of TLGG intent, yet in isolation from the faculty (App. G, Prog. 9).

In reports from the Variant 1 departments are to be found arresting observations. First, Alan Backler, at Indiana, advances the conclusion

that a viable TLGG-type seminar must be allowed to play a part in "control over graduate student teaching assignments." "What is required," he goes on to say, "is a creative system which provides students with a variety of teaching experiences [according to] the diverse needs of students at different stages of development." One can only lament that no TLGG leader, acting on this view, was ever able to win the right to exercise this control.

Second, to draw again from the Variant 1 reports, Briavel Holcomb reminds her readers of what must occur, if the TLGG-type seminar is to achieve adjustment to the Variant 1 academic style: some degree of research payoff. She says of her own trial run, "It led to no original research into ways of learning/teaching. . . . The instructor learned relatively little. This was disappointing as I usually learn a lot from teaching graduate seminars."

Given the conditions stated earlier, Variant 2 departments should have been more receptive than Variant 1 departments to the idea of teacher preparation as <u>training</u>, and so, should have produced a different pattern of reaction to the seminar question. The expectation is that, if a seminar were instituted at all, it would have been marked by a workshop atmosphere and procedure. By my interpretation of the reports from Michigan State (App. G, Prog. 5) and Indiana State (App. G, Prog. 2), this anticipation was borne out. It may have been at Oregon State, too (App. G, Prog. 7); on that question I leave the reader to judge.

By expectations based upon the training premise, the seminars held earlier at Colorado and Iowa, in Phase I, would have shown a primarily workshop character. The fact is that at Colorado (as at Illinois) a deliberate attempt had been made to deal with essentially scholarly functions

and with workshop functions in separate courses; and at Iowa, the workshop cast was not entirely clear. However, in Phase II, Colorado did go over entirely to a workshop format--as a student-run enterprise; and at Iowa, the seminar was suspended for the year in favor of training-oriented, individual conferences (App. F, Progs. 3 and 5).

As to Oklahoma and Maryland, two Variant 2 departments which made their entry at the opening of Phase II, the first was not ready, it seems fair to say, to make a decision on the seminar question; the second had decided, at the time of applying for inclusion in TLGG, and the determination was negative. Having narrowed the presumably eligible clientele to new teaching assistants, the responsible committee at Maryland said "no" on two grounds: insufficient number of students, and a "disinclination to clearly identify the question of college teaching as a distinct area of concern" (App. G, Prog. 3).

I see in this disinclination at Maryland the impact of "the university idea," again. In honesty, the effect seems to have been felt throughout the Variant 2 group, further clouding the distinction between the variants. Even so, it seems to me that the issue of seminar adoption and the prospects for seminar survival, in Variant 2 departments, generally turned upon a conception of the seminar in workshop terms.

Under Variant 3 conditions (if my characterizations are correct), the seminar question should be expected to arise as one of choosing an appropriate social means for exploring teaching as a personal act. The seminar would present itself as a particular form of communal experience. Our Variant 3 department, Clark, had a seminar or seminar-like entity going during Phase I, consisting of the first 14 weeks' experience of those graduate students known as "the TLGG participants" (Preparing Others to Profess,

App. A, Interp. Paper from Clark). "The TLGG participants" sustained their identity during succeeding episodes of Phase I.

In Phase II, however, no communal experience took shape at Clark that could be construed as a seminar on teaching. The reason, I believe, is that the (modest amount of) financial assistance which "the TLGG participants" of Phase I had had in common was not to be had during Phase II. Duane Knos, continuing as local TLGG director, and very active in the national conferences, allowed local TLGG awareness to lapse. He was trying--I surmise--to give guidance, without TLGG attribution, to the whole of the Clark department as a learning community. (I owe this belief largely to a talk with Robert Kates, a professor in that department, but also to the matter in Appendix F, for Program 2.) He was, as consultant, encouraging a consciousness of each individual's "structuring of knowing, a sense of the process of coming to know, and a sense of the problem of what may be" (Prep. Others, App. A, Interp. Paper for Clark). Beyond that, he was undertaking to export, through the national conferences, his model of community development.

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An afterword of seminars: as a scanning of the appendices will reveal, in two departments what could be called a conditions-of-professorship seminar was held. At Oregon State, the seminar "The Geographer as University Professor" was co-extensive with the local TLGG program; at Illinois, "Education and the University," a discussion course in the Department of Geography that had antedated TLGG by more than a decade, continued and became--by friendly association--a part of it. In both seminars, adaptation to locally relevant versions of "the university idea" was clear, while incorporation of major tenets of the TLGG ideology remained open to question.

Chapter 4. Issues for the Chair

In the reports from the programs, one rarely hears from the administrative head of the department concerned--the chair, to apply a term now in use at my university. However, basic issues presented to occupants of that position are often mentioned or implied. What general conclusions can be drawn and recognitions arrived at about TLGG at the local level, when programs are reviewed in relation to the chair? In answer, I bring to your attention the issues of allocation and identification.

Each program required, sooner or later, departmental decisions on allocation. The earliest of these usually was: Who, on the faculty, is to take charge? On this point, I am reminded of Joseph Katz's advice, given at our final national conference, that the best choice is a resident faculty member of considerable seniority, well established as scholar or scientist, who is recognized for his own teaching excellence (recall the "makers and shapers" of earlier mention). The fact is that TLGG was not organized around this sort of individual. For the chair, with few exceptions, the allocation decision took the form of approving or disapproving a TLGG program as proposed by one of his faculty members. The typical proposer was someone like myself, a learner-oriented person not particularly distinguished as geographic scholar or scientist. The most difficult approvals may have gone to program leaders at the assistant professor level, where career advancement would have been at greatest risk. After the close of Phase II, the leaders at Illinois and Indiana, both of whom were at this stage and both of whom expended great effort on behalf of TLGG, failed to achieve advancement to tenure. For such intimations of this fate as might be discoverable, the reader is referred to Appendix F, Program 4 and Appendix G, Program 1.

Another allocation decision ultimately coming to the chair for disposition had to do with course credit. To approve credit for a TLGG course was often the test of whether a department was ready to give legitimacy to activities which--to say it again--were anomolous for an academic department under "the university idea." A report holding special interest in this regard is Indiana State's (App. G, Prog. 2). The next step, for some departments, was whether to require such a course. For some indication of conditions that led eventually to approval of requirement, for new TA's, see the Berkeley report (App. F, Prog. 1); for a look-in at conditions leading away from approval, see the Iowa report, especially the last page (App. F, Prog. 5).

A last allocation decision (which, like the others, might best be regarded as a whole-faculty determination, with the chair taking the lead) pertained, as it happened, to only two departments; but on principle these two--Berkeley and Colorado--were of major importance, because they were the sites of strong, organized student initiative. The departmental issue that both programs raised was whether a TA-ship (whole or partial) should be subtracted from the total available to the department, for assignment to the teaching consultancy functions of the local TLGG. To judge by the reports from these departments (App. F, Progs. 1 and 3), a favorable decision--which did occur in both--was believed to symbolize program acceptance, or "institutionalization," for the period to follow Phase II.

A piece of social wisdom that had guided the strategies of TLGG at the national level from the beginning was: for our mission to be accomplished most of the chairs must at least be friendly to our ideals. Wherever possible, national planning reached out directly to the chairs--as, in recommendations for the make-up of the teams from doctoral departments

that attended the two-day conferences of 1971-72. These were the sessions out of which the general design for TLGG and the original proposals for participation in TLGG came. Once the project had been launched, I went before the assembled chairs of American graduate departments (April 1973), giving a brief address that ended with an appeal for their support of "our campaign."

An issue before the chairs--in intensity varying with the degree of their involvement with us--was how deeply they were to commit themselves to "our campaign." Whether or not I was able to articulate our intentions then as I do now, we were inviting them from the start to get squarely behind our effort to establish teaching consultancies as a normal component of graduate department organization, and furthermore to back up the advocacy by TLGG-type consultants of the "interpretation" view of teaching. That is, we wanted them to support the kind of teaching "[that assumes] the teacher's task to be the setting up of a dialogue in which the learner can reshape his knowledge through interaction with others."

At the end of Phase I, when six departments were in the TLGG consortium, five of the six chairs probably accepted the principle of in-house consultancy by a faculty member (exception: Berkeley); of these, I see three as at least having been sympathetic to the "interpretation" position, and of these, one as fully committed to it. Of the two unsympathetic chairs, one was, I now believe, in outright ideological opposition.

The attitude for the fifteen departments that maintained TLGG programs through to the end of Phase II seems to me to have stood thus, proceeding by elimination:

(1) Two chairs were in a situation requiring exlusion from this

review. One had led his department into an arrangement whereby consultancy occurred outside (App. G, Prog, 2); another had collaborated in creating a program that, for all its value otherwise, did not center upon consultancy (App. G, Prog. 7).

(2) Of the remaining thirteen, all but one chair--and his department--were apparently favorably disposed toward the idea of teaching consultancy, somehow assigned within the faculty. The exception was Penn State (App. G, Prog. 8). (I see the chair at Berkeley as having joined the majority, by the time that Phase II was well under way.)

(3) Of the twelve chairs accepting this much, all but three or so, by my surmise, were at least willing to continue to listen to the "interpretation" position, but probably none totally endorsed it. (The one entirely committed head--at Colorado--had come to the end of his term of office.)

One could hardly call this a triumph.

Chapter 5. Some Successes

Yet there were successes. For noting them, nothing could be more appropriate than a return to the four objectives in the original proposal for the project, mailed to the National Science Foundation in the summer of 1972:

(1) an improved population of teachers at college and graduate levels,

(2) an array of developmentally conceived, self-sustaining programs in the teaching/learning arts for doctoral students,

(3) a leadership corps of geographers skilled in preparing others in the teaching/learning arts, and

(4) principled knowledge germane to the preparation of teachers in higher education.

What can be said now about the contribution of the local programs toward these ends?

Improved population. From a total of about 170 graduate students who could be called, by a standard we retrospectively adopted (see Part Three, below), participants in the programs, 29 were later selected for our Follow-Up Study, an evaluative monitoring of 100 new college teachers for the years 1976-78. I must defer to Dee Fink, in a report still to come, for judgments on the relative effectiveness of those TLGG alumnae--bearing in mind that they were evaluated primarily on the basis of opinionnaires distributed among their students. In the meantime, I cautiously convey my conclusion that in two repects the Phase II departments "produced a better crop" of teachers than would have been issuing from the same departments without the programs:

(a) An expanded conception of teaching. Returns from the local directors (App. F and App. G) give definite assurance that the participants were enabled to go beyond the scope of local conventions, in choosing how to teach.

(b) An increased ability to evaluate learning. The returns suggest what other sources seem to me to confirm: that the typical TLGG participant made gains in understanding and applying principles of evaluation, far beyond what he otherwise would have acquired.

Array of Programs. We came to the end of Phase II with uneven and even uncertain success under this heading. However, we could point to two closely related accomplishments. First, we affected positively the TA system in many places, leaving behind us, I believe, a greater capability for systematic thinking about teaching, and a greater willingness to respect graduate students as a source of initiative and innovation. Second, we left an array of teaching consultantships, most of which owed their direction of development to the TLGG affiliation. The variety was great, being well worth the time for study by anyone wanting to institute teaching consultancies in higher education in the future.

Leadership corps. The hope behind these words, originally, was that six or more of our program directors would emerge as recognized experts, whose help would be sought by geography departments wishing to set up teaching preparation programs or to adopt other new approaches to "the teaching problem." I must say at this much later date (while acknowledging that during the months of Phase II Julian of UCLA and Hill of Colorado, for example, did perform in this role), that TLGG would be far more appropriately thought of as having produced a veterans corps, made up of all of the directors, each with a story to tell. We must face the fact that the issue of promotion to indefinite tenure eventually became an issue in which several of these people were losers. My sober

suggestion is that anyone wishing to take advantage of the "success" of TLGG in creating a rich reservoir of reportable experience try to learn from both survivors and non-survivors.

Principled knowledge. Modesty is called for, in any claim that the TLGG programs developed "principled knowledge," but the experience gained in Phase II, as in Phase I, did yield structured reflections that one would not want to deny some right to this title. I submit all of the reports from the programs to the reader's judgment, in this connection, recommending especially the returns from Iowa (App. F, Prog. 5) and Michigan State (App. G, Prog. 5). The reader should be alerted, too, to a paper by the director at Michigan State, "Current Trends in the Undergraduate Geography Curriculum." Gary Manson brought together, in this piece, thinking that was undoubtedly important to him in his Phase II work. (For further information, one might write to him.)

Part Three: STUDENT EXPERIENCES IN A SECOND YEAR

Preamble. Listening to the Learner

Chapter 1. Background: Information from the Directors about the Students

2. Background: Information from the Student Questionnaires

3. The Interviews

4. Responses in Review (Fink Memorandum)

5. Anticipations Arising from the Responses (Pattison Memorandum)

6. An Almost-Overlooked Antecedent

7. An Independence-Seeking Outcome

Preamble. Listening to the Learner

A practice that was encouraged wherever the influence of TLGG reached was that of teachers trying to learn about the students enrolled with them--their expectations, prior experiences, values and purposes. I see in the encouragement given by us a confirmation of the "interpretation" view of teaching, and an affirmation of which TLGG-type teaching consultancies should encourage, in turn. I see in it, too, something necessitated by TLGG's advocacy of teaching as responsibility to the learner.

Imagine, if you will, a chain of teaching. At one end is the ideal college teacher, who makes a habit of learning about the thoughts and feelings of his students (within the limits of practicality), as described in the closing pages of Dee Fink's Listening to the Learner.[1] He builds what he learns into his plans for a given course; he keeps channels open during the course, changing his procedures according to signals received; and he reviews at the end of the course not only test results but also student opinion, in evaluating what he has done.

Next in the chain came the professors who, during his student days in a graduate department, had set a good example for him. Then comes the teaching consultant, also resident in the graduate department who by example and guidance had been partially responsible for the open, consultative practices of the profession, and who could be credited with direct influence on grad-student teachers, such as the one who went on to become "the ideal college teacher." Finally, in the chain, comes a project with the ideology of TLGG, a special-purpose organization which,

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[1] L. Dee Fink, Listening to the Learner, Research Paper No. 184 (Chicago: The University of Chicago, Department of Geography, 1977), pp. 137-143.

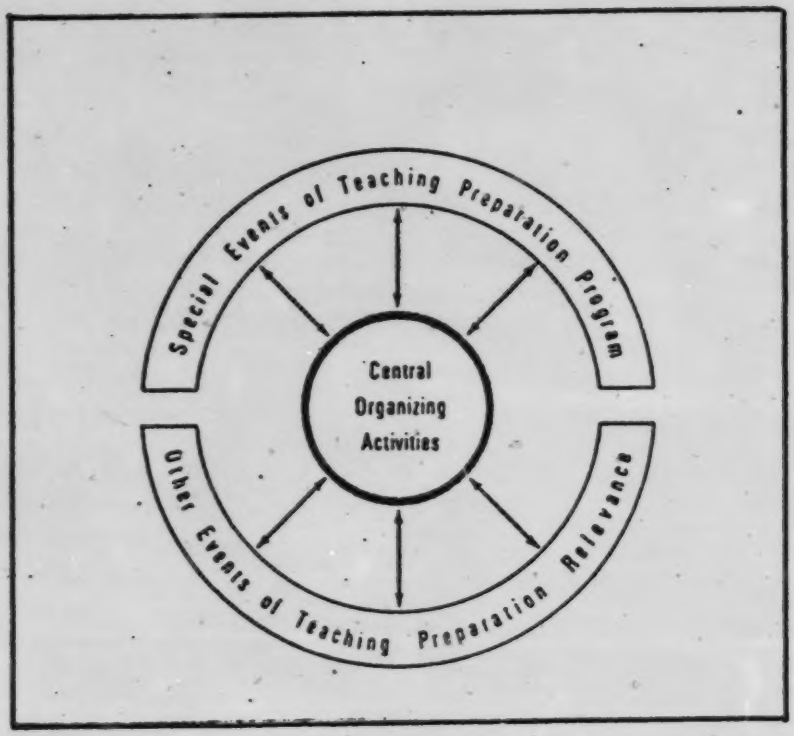
by intervening in the normal course of affairs had aided in the installation of teaching consultancies with an orientation to learning about students.

Within TLGG, the most important early precedents for listening to the learner were set by local program directors. During Phase I, the Clark group developed its exploration model for teaching preparation on the foundation of continuous mutual consultation; at the other extreme in organizational theory, the management model at Colorado was brought to the end of its trial year by seven hours of interviewing, in which the director sought evidences of program effectiveness. Somewhere between the two in theory of organization, UCLA and Berkeley both sounded out the "market" among local graduate students through a series of written propositions to which responses were made. (For a Phase II descendant, see the Rutgers report in App. G, Prog. 9.)

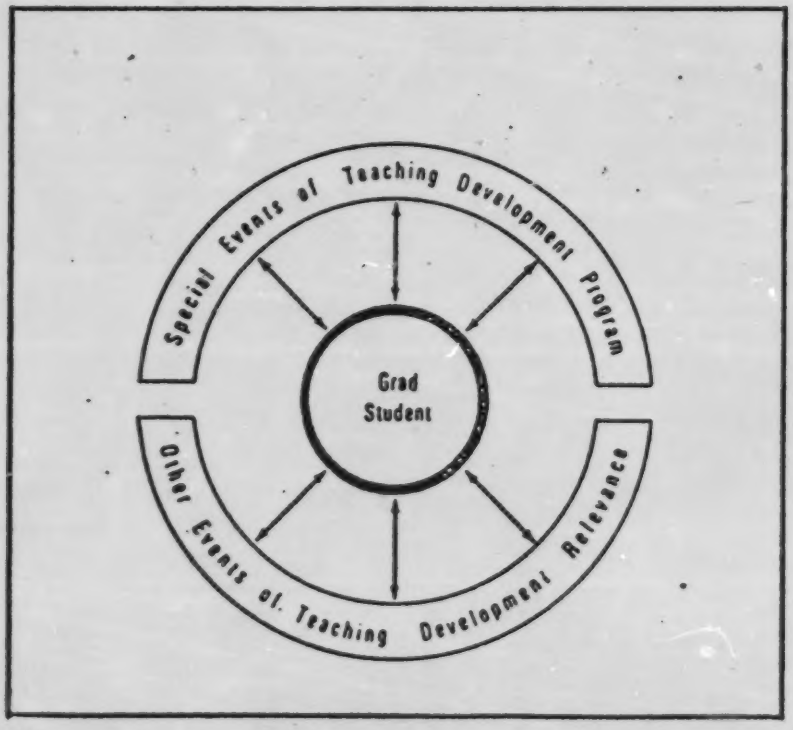
At the national level of TLGG, we tried hard from the beginning to stay true to the listening-to-the-learner principle by keeping in touch with and adapting to the experiences of the program directors, but not until Phase II was well advanced--and plans for the Follow-Up Study had been formulated--did we realize that the TLGG ideology would not be adequately served if we failed to guarantee that the voice of the graduate students would be heard. We began then to look forward to a Phase II accounting that would represent <u>three</u> points of view, those of the national organizers, the local directors, and the student-clients.

So, with the consent and cooperation of the program directors, Dee Fink and I mapped out on-site visits for April and May of 1975. By the time of departure, we had come to think of ourselves as bearers of

a recentered conception of the teaching preparation programs, having shifted from this view--


Special Events of Teaching Preparation Program
Central Organizing Activities
Other Events of Teaching Preparation Relevance

to this view--



if only for the duration of the visitation period. I went to Colorado, UCLA, and Berkeley; Fink to Maryland, Rutgers, Clark, Michigan, Michigan State, Indiana, Illinois and Iowa. Our principal object was to conduct interviews with the student-clients.

The report that follows is attributable primarily to the interviews. In the first two chapters, the TLGG population as a whole is introduced. In the next three chapters, the student-clients have their say; interview results are transmitted and interpreted. In each of the last two chapters, a delayed appreciation pertaining to the student-clients is given an outlet.

Chapter One. Background: Information from the Directors About the Students

For the Autumn 1975 conference of TLGG--the one that brought program representatives together for a final exchange and intake of ideas--the Associate Director, Dee Fink, was ready with the record reproduced here as Table 1, his figures having come from the Program Fact Sheets that the local directors had prepared. He was ready, too, with this summary:

> Information from the directors indicates that there were slightly over 700 graduate students in residence at the sixteen departments. Somewhat over half of these were Ph.D. students, of whom approximately 250 were serving as teaching assistants, 90 for the first time. These figures represent the student population from which the TLGG participants came.

About 220 students--approximately 30% of the resident graduate student population--were active participants in the TLGG programs. At this point, Fink supplied information on the meaning of "active participant." His minimum requirements were--

> Seminar participation
> Criterion applied to the cases of Berkeley, Oregon State, Michigan, Michigan State, SUNY-Buffalo, Rutgers, Indiana State, Indiana
>
> Participation either in seminar or in another activity deemed significant
> Criterion applied to cases of Clark and Illinois
>
> Participation in a significant non-seminar activity
> Criterion applied to cases of UCLA, Iowa, and Colorado (where no seminar was offered, Phase II)

Adding to this provision of basic information, he said that an indeterminate number of students were continuing from Phase I (1973-74). He then went on thus:

> Nearly all new teaching assistants (89%) were participants in some activity of the local teaching development program. Six departments required new TA's to participate, either in an orientation program or in a seminar on teaching and learning. In several other departments, TA's were encouraged to participate

TABLE 1

STATISTICS FROM TLGG PROGRAM FACT SHEETS

SCHOOL**	STUDENTS IN RESIDENCE			TEACHING ASSISTANTS		STUDENTS IN TEACHING PREPARATION PROGRAMS			PERCENT FACULTY TIME SPENT ON TLGG	
	MA	Ph.D.	New	Total	New	New TA's	Old TA's	Other	Actual	Optimal
Illinois	22	23	20	20	14	10	4	7	25	33
Berkeley	--	47	20	17-18	7½-8	10	-	5	10	20
Iowa	3	22	5	11	4	4	7	6	15	15
Colorado	38	25	26	30	14	13	15	3	10	50
Oregon St.	37	23	24	14	6	6	-	19	5	10
Michigan	14	23	10	4.62	.50	1	8	2	15	30
Oklahoma	11	28				-	-	-		
Michigan St.	36	36	23	35	10	9	0	1	10-15	20-25
Penn State	15	13	8	17	6	0	-	-	5	25
SUNY-Buffalo	20	6	7	0*	0*	0*	3*	1	20	20
Maryland	9	5	6	14	-	4	4	-	5	--
Rutgers	30	17	20	6	3	2	3	10	12	25-50
Indiana St.	28	12	15	8	4	4	3	0	15	15
Indiana	17	9	10	22	6	6	4	1	15	25
TOTAL	280	300	194	200	76	69	51	55		

*At SUNY-Buffalo there are 9 graduate assistants and 4 research assistants.

**No information was received from Clark or UCLA.

by the chairman of the department. However, new TA's only constituted about one-third (35%) of all participants. Another third (32%) were older TA's, and another third (33%) were not TA's at all.

At the present writing, Fink joins me in recommending that the reader go directly to the Fact Sheets, for an introduction to our student population (Appendix H). We recommend no less strongly the List of Activities (Appendix L).

Chapter Two. Background: Information from the Student Questionnaires

By the end of Phase II, Fink was ready with a five-part digest (reproduced here as Table 2) of what 127 of 220 participants had said about themselves, on a questionnaire. (For the questionnaire itself, see Appendix J.)

To establish basic relationships, Fink added these observations:

> The proportion of MA and Ph.D. students was about the same as for the graduate student population as a whole. Approximately 35% were in their first year of graduate study at their current university, 33% in their second year, 21% in their third year, and 10% had been there 4 years or more. Looking in the other direction, 27% expected to complete their graduate studies at the end of the current academic year (1975), 35% by 1976, 20% by 1977, and 19% sometime after 1978. Thus, participation did not seem to be disproportionately concentrated in the beginning, middle, or end of the graduate programs.

When read with some care, Table 2 fully repays the time required.

Table 2: Summary of Responses: Student Questionnaire

II. Nature of Teaching Assistant Experience

(For meaning of codes see below)

Schools	none	Advising/Ind. Interaction			Creative			Implementing			Miscellaneous			Procedural				Gen. TA resp
		A1*	A2	A3	C1	C2	C3	I1	I2	I3	M1	M2	M3	P1	P2	P3	P4	
Colorado	2	3	2	3	1	2	-	8	1	2	1	3	1	2	-	-	-	-
UCLA	6	-	-	-	-	-	-	3	2	-	-	-	-	1	-	-	-	1
Oregon State	6	-	-	-	1	-	-	3	3	-	-	1	1	2	2	1	1	-
Michigan	1	1	-	-	-	-	-	4	2	-	-	-	-	-	-	-	-	-
Michigan State	1	1	1	-	3	-	-	6	5	-	1	-	-	5	-	-	2	-
Clark	1	4	-	1	2	3	2	4	6	-	-	-	-	6	-	-	-	-
Illinois	1	1	1	-	7	3	2	11	9	-	1	-	-	5	4	1	2	-
SUNY-Buffalo	1	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
Rutgers	3	-	-	-	-	-	-	1	1	-	1	1	-	2	-	-	-	-
Berkeley	4	-	3	1	-	-	-	9	2	-	-	-	-	3	-	-	1	-
Indiana State	6	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Indiana	-	-	-	6	-	-	-	8	1	-	-	-	-	3	-	-	-	-
Iowa	3	-	-	-	3	1	3	8	2	-	3	4	-	4	-	1	-	-
Totals	35	12	7	11	18	9	7	65	35	2	7	9	2	33	6	3	6	1
Category Totals	35	30			34			102			18			48				1

A1 = help students with field project
A2 = feedback for students/office hours
A3 = tutoring (help people work with computer)

C1 = prepare examinations
C2 = devise lab exercises
C3 = discuss with faculty about course

I1 = lead discussion group
I2 = give lecture, class presentation
I3 = field trips

M1 = Advise other TA's
M2 = Taught own course
M3 = Team taught

P1 = Grading exams & papers
P2 = Organizing class schedules & activities
P3 = Paperwork
P4 = Audio-visual (screen films)

Table 2: Summary of Responses: Student Questionnaire

I. Prior Teaching Experience

Schools**	Kind				Level of Responsibility*						Length of Time					
	Elem/ Sec.	Coll/ Univ.TA	Coll/Univ other than as TA	Non-Acad	PT	DE	DP	FR	AI	none	1-2X	2+X	1 Sem	1 Yr.	2 Yrs.	3+ Yrs.
Oregon St. (10 of 25)***	2	6	3	-	1	-	9	2	1	-	5	1	-	1	1	2
Michigan (5 of 9)	1	4	1	-	-	-	3	1	1	1	-	1	-	-	1	2
Mich. St. (9 of 10)	3	3	4	1	2	-	5	2	-	3	-	1	1	1	-	2
Clark (10 of 12)	1	5	4	-	-	1	7	3	-	2	1	-	-	3	3	1
Illinois (15 of 17)	6	8	6	-	2	1	8	6	-	6	2	1	1	1	-	3
UCLA (10 of 11)	1	6	5	1	-	-	3	5	1	3	1	-	3	-	1	1
SUNY-Buffalo (2 of 4)	-	1	2	1	-	-	-	1	1	-	-	-	-	-	-	2
Rutgers (6 of 13)	1	3	3	-	-	-	1	3	-	2	-	-	-	1	1	2
Berkeley (14 of 17)	4	5	9	2	3	-	6	2	3	3	4	1	1	-	3	-
Indiana St. (7 of 7)	-	4	2	1	-	-	4	2	-	1	2	-	1	1	-	1
Indiana (8 of 11)	4	1	5	2	-	-	2	3	3	2	-	1	2	2	-	1
Iowa (15 of 16)	2	10	9	1	1	-	10	5	3	2	5	1	1	2	2	3
Colorado (16 of 21)	-	8	11	3	-	-	10	9	1	3	4	1	-	1	2	5
Total (127 of 173)	25	64	69	12	9	2	68	44	14	28	24	8	10	13	14	25

*Codes for Level of Responsibility:
PT = Practice teaching
DE = Designing an educational experience
DP = handling discrete part of a course (eg., guest lecture, 1 field trip)
FT = Full responsibility
AI = Advising individuals or groups of individuals

**No information was available for tabulation from: Oklahoma, Penn State, and Maryland.

***The first number in parentheses refers to the number of questionnaires received from graduate students; the second indicates the total number of TLGG participants listed in the program director's report.

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Table 2: Summary of Responses: Student Questionnaire

	III. Status as Graduate Student					IV. Years in graduate program at Current University			
	a. Full-Time Student		b. Non-academic job concurrent w/ program participation						
Schools	Yes	No	Yes	No	missing	1	2	3	4+
Colorado	14	2	1	15	-	7	5	4	-
UCLA	10	-	3	7	-	1	6	1	1
OREGON STATE	9	1	2	8	-	3	5	1	-
Michigan	5	-	-	5	-	2	1	2	-
Michigan State	9	-	-	9	-	8	1	-	-
Clark	10	-	-	10	-	1	5	2	2
Illinois	15	-	1	14	-	4	6	2	3
SUNY-Buffalo	2	-	-	2	-	-	-	2	-
Rutgers	5	1	-	4	2	4	-	1	1
Berkeley	12	2	4	10	-	5	1	7	1
Indiana State	7	-	-	7	-	2	2	3	-
Indiana	8	-	-	8	-	5	3	-	-
Iowa	11	4	-	15	-	2	7	1	5
Total	117	9	11	114	2	45	42	26	13

Table 2: Summary of Responses: Student Questionnaire

Schools	VI. Courses as part of Teaching Preparation Program					VII. Teaching Preparation Activities other than courses				
		TLGG Seminars		Other Courses						
	none	1 course	1+ co.	Geog.	Educ.	Learning about Teach/Learn	Preparing for a course	Teaching	Other	none
Oregon State	2	8	-	-	1	-	-	2	-	8
Michigan	1	4	-	-	-	1	-	-	-	4
Michigan State	-	9	-	-	-	1	-	-	-	8
Clark	2	5	1	4	1	9	1	2	2	1
Illinois	3	10	-	3	4	7	3	8	6	3
UCLA	-	7	-	3	5	2	2	-	2	5
SUNY-Buffalo	-	2	-	-	-	-	-	1	-	1
Rutgers	1	5	-	1	-	2	-	-	-	4
Berkeley	1	11	2	-	-	3	3	6	10	4
Indiana State	-	7	-	-	1	1	-	-	-	6
Indiana	-	8	-	-	1	2	1	3	-	5
Iowa	4	10	-	1	1	12	-	2	2	1
Colorado	5	10	-	7	-	4	2	6	7	8
Total	19	96	3	19	14	44	12	30	29	58

Table 2: Summary of Responses: Student Questionnaire

V. Career Plans

Schools	Plans for after Leaving Grad Study: Teach in College of Univ.	Employment in Business or Industry	Other	Expected Date of Completion of Studies: 1975	1976	1977	1978	1979	missing	unsure
Oregon State	8	4	2	4	4	2	-	-	-	-
Michigan	5	1	-	2	1	-	1	-	1	-
Michigan State	6	4	1	1	4	3	-	-	1	-
Clark	10	-	-	1	6	2	1	-	-	-
Illinois	9	7	2	5	2	4	2	1	1	-
UCLA	9	2	2	2	6	-	-	1	-	1
SUNY-Buffalo	1	1	-	-	2	-	-	-	-	-
Rutgers	5	2	-	2	1	1	-	-	-	2
Berkeley	12	3	-	4	2	4	2	-	2	-
Indiana State	5	5	1	1	2	2	-	-	-	2
Indiana	4	3	3	4	1	1	-	1	1	-
Iowa	1	13	3	3	7	4	1	-	-	-
Colorado	14	2	4	11	6	2	-	-	3	-
Total	89	47	18	34	44	25	7	3	9	5

Chapter 3. The Interviews

Typically, the student who filled out a questionnaire also sat down with one of us for an interview (see Appendix K,"List of Questionnaire Respondents" where incidence of interviewing is indicated). The total number of student interviews was ninety-two.

To provide general guidance--and to assure comparability between his interviews and mine--Fink prepared the notes reproduced here as Table 3. Rarely if ever did an interview proceed item by item, as in the notes, but in all interviews we watched for content pertaining to the topics listed. Probably in all cases the order of interview conformed at least to the three main parts of the notes. These we summarized, in our rehearsals, as (1) sense of self and situation, (2) definition of the experience, and (3) sense of value and need.

At the sites, we took into account the existence of role difference among the student participants. In one group were students who were simply being helped (the program clients); and in another those who, while perhaps also being helped, were taking some responsibility for the running of the program. We approached the latter group with an expectation of bias in favor of the program, but also with an anticipation of greater awareness of what was "going on."

For better understanding of local conditions, we conducted interview-explorations with the program directors, with departmental chairs, and whenever possible with other faculty and students.

Table 3

Notes for Interviews with Graduate Students

I. Reasons for participation/non-participation (and prior history)

- sense of job competition?
- anticipation of teaching in lower levels of higher education?
- prompted by concern for present role of TA or future role of beginning professor?
- anticipate/prefer skill orientation of ideas/perspective orientation?
- time commitment?

II. Structure and quality of the experience

- role in the program (leader or receiver)
- did you experience value conflict within yourself--leading perhaps to re-orientation between TPP orientation and the demands of your doctoral research program?
- distribution of attention:
  handling classroom situations
  presentational skill
  course design
  curriculum
- perspective: did it deal with teaching as a personal, social, or cross-cultural activity/encounter?
- did you develop a sense of alternatives?
- did you get acquainted with yourself teaching?
- what problems encountered?

III. Assessment of anticipated value

- do you think teaching will be more psychically satisfying to you as a result of the teaching preparation program?
- do you think you are better prepared to deal with problems/ challenges which you anticipate as a result of the TPP?

Chapter 4. Responses in Review (Fink Memorandum)

When the graduate students were interviewed about effects of the programs on their development as teachers, they often referred to two larger contexts of events. The first was made up of teaching experiences prior to graduate school and/or outside the graduate department of their current enrollment. Over half (55%) had had such experiences. However, only half of these (i.e., roughly 25% of all responding graduate students) had ever had full responsibility for teaching a course.

The other larger context was the whole graduate learning program. People felt there were a lot of informal activities that occur as a matter of course in graduate school that at least have the potential for helping one develop as a teacher. These include such things as being a TA, having discussions with a TA supervisor or other faculty about teaching, having discussions with other graduate TA's, and observing others (regular professors, TA's) teach. Unfortunately these activities were often mechanical or superficial in character. The discussions, for example, were focussed more often on questions like "What shall we do in class Monday morning?" than on questions like "What are the ways of motivating different kinds of students?" or "How can I, with my particular personality, lead a more effective discussion?" Nonetheless, these activities were still significant for two reasons. First, some people were fortunate enough to have discussions and/or teaching responsibilities that did deal with more fundamental problems of teaching. Second, the informal activities frequently provided a basis of thought and experience which the formal activities could then build upon.

The formal program usually consisted of an orientation program, a

seminar, and/or a practicum (see Appendix L). However, when looked at more closely, these three components can be seen as "packages" of more basic activities. The table below lists eight basic activities and their general functions in programs on teaching.

Table 4. Eight Basic Activities and Their General Function.

Activity	Function
1. On-the-Job Teaching 2. Mini-teaching, micro-teaching 3. Developing plans and materials for a course	Provides experience
4. Diagnosis of one's teaching by an observer 5. Observing oneself teach	Provides feedback
6. Observing others teach	Provides models
7. Readings and talks about teaching and learning 8. Discussions on teaching and learning	Develops one's conceptualization of the act of teaching

I came away from the interviews believing that, at a minimum, there should be at least one activity for each of the four general functions to support the development of graduate students as teachers. Further comments can be made about each of these eight activities.

On-the-Job Teaching

The several departments varied a great deal in the degree to which opportunities for relatively autonomous teaching activities were available for graduate students. Students in a few departments had the full array of teaching opportunities from being a tightly supervised TA to being able to teach a course with essentially full independence. Students in other departments might be able to teach their own section of a large course, but found it more difficult to offer a course of their own. Thus, while

most students in most departments had had some form of teaching experience, only a minority had been able to teach under fairly autonomous conditions.

Everyone felt that the experience itself--at whatever level--was a very important part of their development as a teacher. However, the reflection on and analysis of the event which is necessary to make it a learning experience, occurred in different ways and with different reactions. In some cases, the students did the reflecting by themselves, in others with a particular professor, and in still others there was a group discussion of individual experiences with the professor and other graduate students. Each of the three ways was preferred by some students, the preference seeming to depend upon how the student viewed the relative competence of the professor and other graduate students in undertaking this sort of analysis.

Mini-Teaching, Micro-Teaching

In scattered instances, students had found opportunities to make isolated presentations or to take responsibility for isolated class sessions. Their reaction, given these limitations, was much like that described above for longer teaching stints.. In a few departments provision was made for the sort of brief, pretended classroom episode commonly known as micro-teaching. It was employed at Illinois both in the pre-term orientation program and in the seminar during the regular school year. Presentations of a few minutes' duration were made, critiqued by observers, and re-done. Students there and elsewhere seemed to find this activity most useful when they were trying out a new form of teaching, or one with which they anticipated or had had some difficulty. In general, students had a reserved attitude toward micro-teaching (if they were acquainted with it at all), looking upon it as too limited and/or too

artificial.

Developing Plans and Materials

In a majority of the programs, participating graduate students prepared plans and materials, sometimes for a whole course. Frequently the preparations were applicable to a course with which the student was immediately associated. In interviews, it was apparent that some students were inclined to see this as busywork; but most held a positive view, saying that they felt it familiarized them with an important part of the teaching process. This was an activity which students frequently valued for expected usefulness later on, when they would have become faculty members.

Diagnosis by an Observer

Contrary to the expectations held when TLGG was founded, classroom visitation was not widely adopted. In only one department did it occur on an extended and regular basis. The visitors were professors. In that case, acceptance by students was general. (It should be added that the prevailing view of teaching in that department tended toward a satisfaction with "tested practices," as against an interest in self-fulfilling opportunities.) In the few other departments where visitation took place, there was an evident desire to reduce the threat which student-instructors were expected to feel. In one case, senior graduate students rather than professors did the visiting, for this reason. In general, interviews suggested that the concern over a feeling of threat was warranted.

(Pattison's addendum: My conclusion was that student-instructors were most accepting of observation and most open to ensuing comment where conditions of fellowship existed. The exchange of visits among

students at Berkeley, in the Spring quarter, 1975, seemed to confirm this.)

Observing Oneself Teach

Three programs utilized videotape equipment to allow students to observe themselves teaching. The usual practice was to allow students the option of viewing the playback by themselves, with a professor, with some special observer, or with a group of other graduate students in a TLGG seminar. Most students said that they found this activity quite valuable, some speaking of surprise, even shock, at their appearance while adding that this seemed to them to be a learning stimulus in itself. A few students thought that the videotape viewing was "interesting," but that they had not learned much from it.

(Pattison's addendum: My interview results--for two more video-using programs--were close to Fink's. My thinking, though, goes on to the conclusion that videotaping revealed with peculiar emphasis the limitations within which our programs operated generally. We did not have among our teaching consultants anyone--so far as I know--who was qualified to deal with video playback as self-confrontation, and to make the judgments indicated in the following analysis:*

> It is a novel, powerful source of information about those aspects of the self which are perceived by others but not by the self.
>
> This information, if it is bad news about the self, is disorganizing, at least temporarily. Its disruptive effects may be most apparent for strong people who are open and trusting. The treatment "takes," and they reveal their disorganization by decrements in behavior. Those who are more "closed" and defensive probably benefit less in the long run, but appear

*From Fuller and Manning, "Self-Confrontation Reviewed: A Conceptualization of Video Playback in Teacher Education," Review of Educational Research, Vol. 43, No. 4 (Fall 1973), pp. 469-528. Quotation from p. 511.

> to be more poised and less disorganized than those who benefit more. Assessing the effects of confrontation may thus be difficult.
>
> Those who are vulnerable and without capacity to change can be damaged. It is possible that the true potential of this treatment has never been completely tapped because immediate effects are so powerful that the helper senses the potential for harm and either tries to protect the person from its impact by a task orientation (as in microteaching), or else fails to follow through to the in vivo situation (as in psychotherapy).

Elsewhere in their article, the authors of this passage summarize the object of self-confrontation as increased realism, satisfaction, and competence. Who among us was able to act decisively toward any one of these ends, in the sense intended? I believe no one.)

Observing Others Teach

We went into TLGG assuming that although graduate students have abundant opportunity to observe professors teach, they are not usually role-free enough to pay effective attention to the way the professor is teaching. Perhaps all program directors shared this assumption, but only a few believed sufficiently in the value of detached, critical observation--and were freed sufficiently for arrangement-making--to act on it. In one version, students were sent out to the classes of professors who had a reputation for being good in particular forms of teaching (e.g., inquiry, lectures, discussion). In another, a videotape of a professor was made--perhaps for the same reason--and then viewed and analyzed by students in the TLGG seminar. Interviews reflected greater satisfaction with the latter method, the key difference apparently having been the opportunity for follow-up group discussion.

(Pattison's addendum: Although I had arranged for this activity, in both versions--and with discussion included in both--when conducting a TLGG-type seminar at Chicago, it was not until the present interview

processing that I came to appreciate in relative depth that modelling occurs without detached, critical observation. I am left with the belief that modelling, strictly construed, is a phenomenon suitable for post-TLCG thought and action--in some future project.)

Readings and Talks

Readings and talks about learning and teaching were found wherever the seminar was constructed around a seminar or workshop. The purpose was to introduce participating graduate students to the educational ideas of other geographers and educators. Topics, which either the program director or the majority of the students themselves felt would be of value, included formulating behavioral objectives, evaluation, classroom management, educational philosophy, different approaches to teaching (e.g., PSI, inquiry), teaching techniques (e.g., lectures, discussions, field work, CAI, AVT).

Nearly all of the students had a positive response to this kind of resource, in principle. Highest ratings tended to go to sources that produced effects on current teaching activities. Complaints were mainly directed toward particular selections of topic, sometimes because the topic was not new to the individual, sometimes because of a lack of immediate applicability.

(Pattison's addendum: We re-learned, through interviews, that general or "philosophical" readings are not for everyone, and that definite pacing is required to reach those who are reachable. For them, there is a right time, to which the teaching consultant must be sensitive. A reading belonging in a class by itself was Carl Rogers' Freedom to Learn. This book, which sets the same ultimate goal for schooling in general (up to and through graduate school!) as for psychotherapy--the truly

autonomous individual--played a part in the lives of several of my interviewees. Rogers had been able to inspire them with aspirations congenial to TLGG ideology.)

Discussion Sessions

Discussions of teaching and learning, organized in some manner, occurred in all programs. Most often they were conducted in a seminar or workshop frame; almost all pre-term orientation agendas included them; some lay outside the calendar of scheduled events.

A few students were bothered by the "bull-session" character of the discussions. These students felt there was a need for more direction and more control by the professor. Others, including some in the same discussion groups, put high value on this kind of session. First, it often helped them with a conceptual or practical problem they were working on; and second, it allowed them to find out what problems other graduate students were having and how they dealt with them.

One special effect to which the discussions were often a contributing factor was social. The TLGG seminar or some other set of discussions seemed to serve as the nucleus for developing closer and more cooperative social ties within departments. Interviews from more than one department that was just starting a TLGG program produced comments on the difference between graduate students the year before and in the current year. In the typical pre-TLGG situation, students had been competitive with one another to the point of not sharing ideas and reading materials. Interviews strongly indicated that TLGG-sponsored discussions worked toward a climate of cooperativeness at least among the participants. The desire of most directors to avoid creating a sub-group of students known as the "TLGG group," believing that development as teachers

should be the concern of all graduate students, presumably fostered this climatic change, but nothing conclusive on this score could be gained from interviewing.

* * * * * *

What kind of overall judgements can be made about the responses of the graduate students to the programs? Roughly 60% of the students interviewed made strong positive statements about their development as teachers as a result of participation in their program. Twenty percent made mild positive statements, 5% felt it made no major contribution, and 15% were not clear about its effect.

Those who did respond positively usually mentioned one or both of the following effects. First, they felt the program had given them a better sense of themselves as teachers. They developed a sense of how well they handled themselves in front of groups, of what they had to offer students intellectually, of what resources they did (or did not) have as teachers, and perhaps even more important, what they did not do well as teachers. This latter realization either led to a desire for improvement in certain areas, or to a conscious decision to avoid certain teaching activities (e.g., lecturing or leading discussions). Second, many students felt they now had a better awareness of alternative ways of teaching. This, when it happened, gave them freedom to explore teaching approaches other than the conventional lecture-textbook method (e.g., the inquiry approach, personalized systems of instruction [PSI], simulation games, etc.)

One discrepant condition should perhaps be mentioned again here. Although the programs were usually, by announcement, aimed at preparing graduate students for the full-time teaching they would do <u>after</u> graduate

school, there was always some tension between this goal and concern for the present teaching done by graduate students in graduate school as teaching assistants. In fact, the participating graduate students in nearly all departments valued the programs primarily for a positive effect on their teaching in graduate school. This was especially true in the programs like the one at Illinois, where the seminar alternated between discussions of general education questions and discussions of particular problems encountered by the graduate students as teaching assistants.

Chapter Five. Anticipations Arising from the Responses (Pattison Memorandum)

Being able to point back to my additions to the Fink memorandum (Chapter 4), and to assure the reader that where amendments by me are lacking, my conclusions from interview were like his, I propose taking up other matters. To begin, the present report has been colored throughout by my interview experience. Not until I had been an on-campus visitor did I begin to appreciate the role of teaching consultant for the qualities that I have tried to portray in preceding paragraphs. And, although a sense of the anomaly of the TLGG enterprise in relation to "the university idea" had always been with me, not until my visits did the significance to our enterprise of variants on the idea begin to register upon me. Further effects of the visits are to be found in the chapter recognizing that the TA system had achieved dominance in Phase II, and in the chapter titled "Issues for the Chair." Ideas for the latter began to take form as I interviewed department heads during the trip.

Moving now to something new, I ask you to listen as I speak of two images of the future derived mainly from the interviews. In what I have to say, I will be assuming that a continued, concerted interest in helping graduate students understand and ably engage in teaching is worthwhile. I will be ignoring the dramatic shrinkage in opportunities for an academic career that had begun to affect American geography at about the time TLGG was founded (and that rendered TLGG, in the eyes of some, therefore anachronistic from the start). I will also be ignoring a proposal for a project that would, ideally, have followed upon the heels of TLGG. Titled "Geographic Instructional Development and Curricular Renewal in Higher Education," that project would have addressed itself to geography

faculties.

Accepting a Difference: The More Intellectual Path

The idea may be traceable to my interview with a student at Berkeley, for whom a visiting professor, Fred Lukermann, had been "an absolute inspiration to teaching." In any event, I think of my talk with her now as I suggest that some academic department, at some time in the future, place in its curriculum a course on teaching as a humane study, and that the course be open only to students of a very high level of academic achievement. I am prepared to venture that there is an intellectual threshold above which a student's consciousness must be, to permit adequate reflection on the teaching of a profoundly thoughtful professor; and that, given such a professor and sufficiently qualified students, study of the professor's teaching can take place as education in the humanities.

I have in mind an order of knowledge and appreciation that is reflected in the following declaration by a champion of literary studies and liberal arts education:[1]

> What we cherish above all is human greatness. We look to that greatness to instruct us and inspire, to give us models of taste and feeling, to show us what life is like and to teach us to enjoy and endure it. The obvious expressions of that greatness are grand ideas and imaginative constructs, works of mind and imagination, and these, of course, are the primary objects of humane study.

In the teaching of some professors are elements of greatness. Let us give qualified students a chance to learn about teaching from them.

In such a course--to which a TLGG-type consultant might be a party--perhaps two or more exemplar-professors should be in charge. A

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[1] What Shall We Defend? Essays and Addresses by Denham Sutcliffe, edited and with Introduction by Harley Henry (Chicago: Univ. of Chicago Press, 1973), pp. x-xi.

professor would--as Lukermann did--talk about his teaching; and he would take for granted the students' acquaintance with the basic content of the teaching (typically, they would already have studied under him). By intent, the professor would feel free to reveal his pride in and even his love for what he does. I imagine, in this setting, the capture of some of the values that were once scheduled for cultivation in the Geography in Liberal Education Project (early 1960's), and that were overridden, I believe, when that enterprise gave way to the Commission of College Geography.

To amplify a bit, a course of this sort would be organized around the image of professor as creator, consistent with the professorial characterization that one can find behind a suggestion made in recent years by Robert Kelley, historian and chairman of the academic senate, University of California, Santa Barbara. It had to do with course evaluations from students. He said,[2]

> We must complete the system. We need to learn from the professors themselves what they set out to do in their courses--what were their objectives--and how, in their view, things worked out. This will completely change the basis upon which, until now, we have been evaluating teaching. What we want most of all to know is something about the quality of the person's mind....

Coming back, in conclusion, to our TLGG participatants, I wish to acknowledge that in the small company of students who distinguished themselves from others by assuming responsibilities of leadership, one--Keith Julian of UCLA--was obviously at home in a liberal arts frame of reference. Perhaps already, with only limited teaching experience, he was in a position to inspire others through seminar-discussion of

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[2]See issue of March 4, 1974, of Chronicle of Higher Education. I am quoting from a secondary source, DEA News (Division of Educational Affairs, Amer. Political Sci. Assn.) Winter 1975, p. 2.

his art. At the least, I believe, he would already have been able to write an essay on his teaching that would have shown "a quality of mind" worthy of general attention.

Accepting a Difference: The Less Intellectual Path

Perhaps what I will be reporting next was necessitated by the position I have just now divulged. However that may be, at the end of my interviewing or more accurately at the end of Phase II, I found myself taking with new seriousness this statement, made before the inception of TLGG by the director of the Institute of Social Science, Yale University:[1]

> Our college faculties, the federal government and the foundations have all in recent years put great emphasis upon increasing the supply of Ph.D.'s and have made much of the need for additional college teachers. Much of this energy has been misplaced. We need a more rational distribution of educational effort. There is a place in all disciplines for people of great competence in research whatever their capacity to teach. And for others who have competence in research and teaching and will be involved in both. Those who may reasonably aspire to such careers are the appropriate candidates for admission to Ph.D. programs.
>
> For those who by inclination and competence may be good expositors and critics, we need new training programs and degrees, and we need a recognition by the colleges and accrediting agencies not of the equivalence but rather of the need for persons of different talents. The Ph.D. degree is a research degree appropriate for those who will devote their careers to research and others who will devote their careers to a combination of teaching and research. But there is a large need for college teachers which can be satisfied by people with other degrees.... It does not follow that all schools should be engaged in training both types of people. There may be good reasons for specialization between schools. Some schools may emphasize research degrees and others teaching degrees. Those schools that have sufficient resources may wish to offer both.... I suspect we should expect considerable specialization between institutions in their degree programs.

A consciousness of the general distinction made here was discoverable

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[1] John Perry Miller, "The Relationship Between Undergraduate and Graduate Institution," paper presented at National Conference on Higher Education, American Association for Higher Education, Chicago, March 1970 (mimeographed).

in the departments I visited, and may have been so in all of the departments affiliated under TLGG, but our project did not encourage or focus attention upon the image of the teacher as "good expositor and critic" (a conception probably equivalent with the "transmission" view of the teacher, and probably best pursued through concentration on the discourse mode). I am ready to suggest that another project--with or without emphasis on a separate degree--take off from this paragraph.

The project, as I see it, would commit itself to procedures that are more definitely and consistently of a <u>training</u> character than were those of TLGG. Project efforts would be organized around the role of teaching consultant. Arrangements would normally be made for selective cooperation with the on-campus College of Education. A higher level of capability in behavioral science than that prevailing in the TLGG programs would be required.

Chapter 6. An Almost-Overlooked Antecedent

Not until now, at the time of completing my Phase II accounting, have I arrived at a focus on two facts of student experience, both of which may be tangential to the "history proper" of TLGG, yet both of which appear to hold importance for a readership wishing to draw lessons from what happened to us. The first is the fact that in two departments the decision to affiliate with TLGG was preceded by a period of experimental service by undergraduates as teaching interns.

We learn from the report from Pennsylvania State (Appendix G) that when five graduate students there had become co-instructors or team teachers in a special class--prior to TLGG entry--"each instructor had been assigned an [undergraduate] intern to provide feedback on teaching, to help with laboratory work and discussions, and to undertake special projects related to the course." (The report adds that faculty supervision was in effect, and that "some classroom observation of the graduate instructors" took place). Undergraduate internship had already been instituted in other courses, it seems; it was the allocation of interns to graduate instructors that was new.

I submit for future checking the postulate that when graduate students, as teachers, were paired with undergraduate assistants to whom responsibility for "feedback of teaching" had been assigned, a new era in the quality of classroom experience began for both. Inquiry is recommended into just how the presumably very active period of discussion and reflection surrounding this grad-undergrad pairing led to Penn State's interest in TLGG.

At Colorado, undergrads were serving as teaching interns, leading

subgroups in an introductory class taught by A. David Hill at the same time (1972) that Hill was helping to shape the credo of TLGG itself, on the one hand, and persuading his fellow faculty of the appropriateness of TLGG affiliation, on the other. When I arrived at Colorado as an interviewer, three years later, the incidence of undergraduate internship had spread, but my interviewing strongly suggested that although at one time it may have served to focus reflection and discussion on teaching, this was not currently the case. Notwithstanding, the relative vitality and insightfulness of my undergraduate interviewees was impressive; I was left with the feeling that the department would do well to consider a recentering of teaching consciousness upon them.

Chapter 7. An Independence-Seeking Outcome

The second fact is that students--some students--in our consortium of programs took action toward creation of a movement with aims mirroring those of TLGG. This is the chronology of that effort:

February, 1974
: At the mid-year national conference of Phase I, the graduate students at Colorado to whom TLGG coordinating responsibilities had been assigned expressed an interest in organizing a "clearinghouse and network center" for students of like orientation across the country.

April, 1974
: Convened by a Colorado student, student representatives from the TLGG campuses of Phase I met in open session, at the annual AAG meeting in Seattle (off the program of scheduled events) "to share instructional materials, strategies and information on improving college geography teaching."

February, 1975
: At the mid-year conference of Phase II, student representatives got together twice for discussion of "common concerns" and resolved to issue a call for a Geography Graduate Students Caucus to be held at the next AAG meeting.

April 1975
: About 70 students, responding to the call (by mail, to department bulletin boards), congregated at the AAG meeting, Milwaukee. Group discussions were held on teaching observation, games and simulations, "personalizing" large classes, and doctoral programs specializing in geographic education.

June-July, 1975
: Establishment of "a nationwide communications network" is attempted, through an invitation carried in the AAG Newsletter. AAG. As at the outset, a Colorado student is spokesperson. The announced scope of concern has now been contracted to teaching preparation; an exchange of materials is proposed; and requests for help in starting programs are welcomed.

Insufficiency of response brought the effort to an end, within a few months.

The central planning group of TLGG maintained cordial relations with this movement or would-be movement, and tried to maintain a listening-to-the-learner stance with regard to it, while refraining from official

endorsement. The effort was among the outcomes of the pioneering that TLGG engaged in, but it represented a drive toward independence that could at most only be guided, and it asserted a principle of action with which TLGG could not honestly be associated. The caucus, in concept, bypassed or even defied the authority structure of academic departments; TLGG was committed to a respect for that structure.